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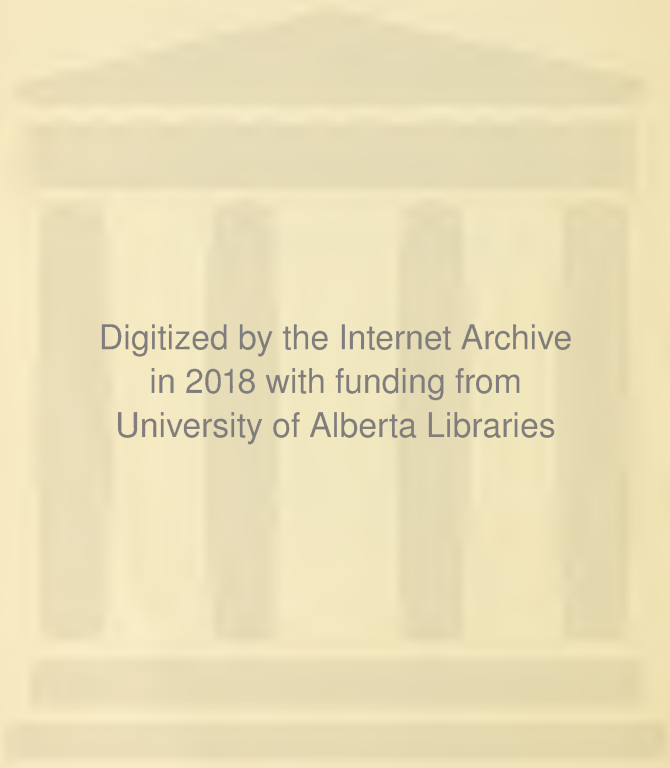
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BETTER PRIMARY READING

by CLARENCE R. STONE

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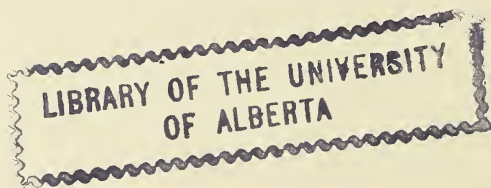
HOW TO ADAPT READING INSTRUCTION
TO THE VARYING NEEDS OF THE
CHILDREN

BY
CLARENCE R. STONE

AUTHOR OF "SILENT AND ORAL READING," "STONE'S NARRATIVE READING
TESTS," "STONE'S SILENT READING SERIES," "SUPERVISION OF
THE ELEMENTARY SCHOOL," "THE WEBSTER READERS,"
"SEATWORK ACTIVITIES," AND THE "EYE
AND EAR FUN" SERIES

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PREFACE

Beginning reading has been an important, perplexing, and highly interesting problem throughout the history of modern education, and still is. There has been much swinging from one extreme to another during the last fifty years. This book attempts to show the road to a better balance in primary reading.

Probably more research has been done and more has been written upon the subject of elementary school reading than upon any other comparable problem. In spite of all the progress made in primary education, including primary reading, the problems of non-readers, non-promotions due to failure in reading, and deficiencies in reading are important ones. The situation with respect to reading deficiencies is due partly to better means of discovering problem cases in reading; but in the writer's opinion methods and materials in beginning reading in wide use since the introduction of the story-memorization method, about 1910-1915, down to the present, and failure to adapt instruction to the children's needs, are to a considerable extent responsible for an unnecessarily large number of problem cases in reading. The dangers of certain trends and approaches to reading widely advocated today must be faced frankly. This book sets forth principles and practices which have proved unusually successful in preventing failures and deficiencies in reading.

This book, designed for teachers and supervisors in

service and as a textbook in courses in reading, presents solutions to present-day problems in primary reading in a concrete way, applying the findings of research bearing upon these problems. Certain research studies of the author's are also included.

The importance of being progressive and creative has been kept constantly in mind; but facing facts, seeing evident pitfalls, avoiding extremes, utilizing whatever is valid and practical from both the old and the new, and questioning anything in current theories and practices tending to produce problem cases in reading have been considered of equal importance.

The author desires to express his sincere appreciation to the authors and publishers who have so generously granted permission to reprint excerpts from published materials.

CLARENCE R. STONE

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CHAPTER I

BETTER READING: THE WHY AND THE WHEREIN

The title implies a real need for decided improvement in reading instruction in the lower grades. It is the function of this chapter to present a picture showing the importance of that need and the particular phases wherein the need of improvement is greatest.

A. WIDESPREAD NEED FOR BETTER READING

Need for better beginning reading. The problem of non-readers and seriously retarded readers who get an unsatisfactory start in reading has been prominent during the past ten years as shown by the attention given to this subject in educational journals, in research studies, and in method books on reading instruction. During that time the writer has come in contact with a large number of teachers attending summer schools in various parts of the country and with many other teachers in service attending extension courses of the University of California. These teachers are generally perplexed concerning a certain percentage of pupils who have acquired unfortunate attitudes toward reading, wrong reading habits, or both. Furthermore, the writer has visited a considerable number of primary classes within recent years and has rarely failed to observe some pupils who have acquired wrong attitudes and habits sufficient to make the teacher's problem very difficult.

The writer is confident that such conditions can largely be prevented by feasible plans for adapting reading instruction to the varying needs of the pupils in a particular class, grade, or half grade. It is the main function of this book to present such a program in a concrete and detailed form.

B. BACKGROUND OF A SUPERVISORY SURVEY OF READING INSTRUCTION IN A SCHOOL SYSTEM

The best way to obtain an impressive view of the need for better reading from the standpoint of adapting instruction to the varying needs of the children is through a supervisory survey of a school system. In such a survey conclusions should be reached on the basis of extensive observations as well as on the basis of test data and other statistics.

An extended survey of a system. The writer has had an unusual opportunity to make such a study extending over a period of one and a half years in a system consisting of thirteen schools ranging in size from three rooms to twenty rooms. The supervisory survey began early in the second half of the school year, at which time a reading committee with the writer acting as consultant director was formulating a new course of study in reading.

Administration not criticized. In indicating the needs for better reading in this system, the writer implies no criticism of the school administration. The conditions are probably not worse in this system than in many others with a similar school population. In fact, the school officials, in contrast to many others, recognized the need for far-reaching improvements, initiated a

study of the situation, and approved important administrative and instructional provisions to facilitate adapting reading instruction to the needs of children. These provisions constitute a good part of the program set forth in this book.

The foreign population. This school system has a considerable percentage of the children coming from homes in which a foreign language is spoken, such as Italian, Mexican, and Chinese. However, children who can not speak English upon entering the first grade are rare. In the opinion of the writer the school staff had greatly over-estimated the foreign-language handicap as a factor underlying failures and seriously retarded readers. On the other hand, failure to adapt the reading instruction to the varying needs of the children regardless of grade placement was, in the writer's opinion, a much more important factor. Detailed facts in this connection will be presented.

C. THE COURSE OF STUDY IN READING

A rigid course. The reading course in use bore the date of 1928. Following a statement of general objectives, the course contained a statement of specific objectives for each grade or related grades and a detailed discussion of ways and means of realizing each of the specific objectives. A course of minimum essentials embracing required material in the basic state readers and supplementary readers was included. The course as printed required that the state primer and first reader (Child-Story) be covered during the first grade. This requirement, however, had been officially changed so as to ad-

vance the first reader to the second grade. Both experience and statistical analysis indicate that the primer¹ is one of the most difficult of primers and that the first reader is one of the most difficult of first readers. Easier supplementary books, however, were available through the central library of supplementary sets.

The main point to be noted here is that the course of study contained no provisions for facilitating adaptation of the instruction to needs with respect to poor readers. So far as the course of study was concerned, all pupils in a class or half grade throughout the system in the primary grades were required to cover the same basic reading material. Not only did the pupils, as a rule, in a particular half grade in each school vary greatly in reading level and instructional needs, but there was also a marked difference between the type of children entering the first grade, let us say, in schools in the best part of town and those entering in schools in the poorest part of town. Furthermore, the schools in the best part of town had kindergartens, but not all of those in the poorest parts of town had such advantages. Yet so far as the course of study was concerned, all would go through the same mill. In practice those who were obviously failures were required to repeat, and the common practice was to repeat the same basic material.

A common defect in reading courses. Upon examining recent courses of study in reading, the writer has been surprised to find, as a rule, definite uniform requirements of basic reading material to be covered in

¹ John A. Hockett, "Selecting the Next Primer." *California Journal of Elementary Education*. May, 1935. Also see Tables V and VII.

each grade or half grade in the primary grades. Sometimes the requirement includes page assignments in several texts. Such inflexible requirements, if followed by the teacher, make it impossible for her to adapt instruction to the varying needs of her pupils.

D. OBSERVATIONS IN PRIMARY GRADES

Uniform material regardless of ability. In the main the teachers were following the requirements of the course of study, using the same basic material with all the children in the class, regardless of wide differences in attainment and needs within the class. Evidently, as a rule, the material being used by the class was too difficult for the poorer readers. Herein lies one of the principal sources of wrong attitudes and wrong habits in reading.

Much time devoted to vocabulary drill. The use of material too difficult for many of the children led to the spending of large amounts of time in blackboard drill upon long lists of words and phrases placed upon the blackboard previous to the reading period. Such practice was not followed by all teachers, but it was common. The traditional formal, non-intrinsic type of instruction and drill in phonics, regularly during separate periods, was also common. Inevitably with large amounts of time being spent in formal drills in vocabulary preparation and in phonics, the amount of reading material that could be covered during the remaining program time allotted to reading would be seriously limited. The writer is convinced that Dr. Gates¹ is right in

¹ See pp. 201-203 of *Interest and Ability in Reading* by Arthur I. Gates, published by The Macmillan Company, 1931.

his claim that there is much waste involved in such formal practices. Along with the use of material too difficult for many children, the use of large amounts of time in wasteful word-recognition drill operates to limit seriously the amount of material read.

Beginning reading. The methods and materials used in the earliest stages in reading are important.

No material was provided the teachers for the pre-book stage. In the main, the teachers were following what has been called by some writers the experience method or activity approach to book reading. Under this plan there is a period of blackboard and chart reading based upon the children's immediate experiences and correlated with project activities. Under this plan the reading of the cooperatively formulated chart based upon a common experience is a prominent feature. Some teachers, however, provided a more direct approach to the first book reading. This whole problem of method in beginning reading will be treated in another chapter. Suffice it here to point out that, in the judgment of the writer, the teachers were inadequately supplied with equipment essential for adequate preparation for early book reading and that certain important techniques developed in recent years for use with children who have difficulty in getting satisfactorily started in beginning reading were little in evidence. Although material much easier than the basic state primer was available in the central library of supplementary readers, most of the teachers were using the basic primer for the earliest beginning book reading.

One teacher used the natural, incidental method in

beginning reading and had available on the reading table a variety of pre-primers. In this case those who had no difficulty in getting started showed remarkable ability in reading, but there were too many children who failed to make a successful start in reading during the semester.

Type of teachers in the primary grades. Although a few of the primary teachers were inferior, on the whole the teachers would be rated good and some were, as we usually find, excellent. The main obstacles to better results did not lie in the direction of general teaching ability, but rather in a lack of administrative provisions and classroom practices for adapting the instruction in reading to the varying needs of the children, regardless of grade placement. No doubt these conditions are common to many school systems.

E. AN EXAMPLE OF POOR INSTRUCTION BY A GOOD TEACHER

A capital example of the main points which have been made will be described somewhat in detail.

A group of non-readers, high first grade. A reading lesson with a group of eight children in the high first grade—a group consisting of the poorer readers in the room—was observed.

Vocabulary drill. The teacher was conducting vocabulary drill preparatory to a story in the first part of the basic first reader (Child-Story). A long list of words and a long list of expressions taken from the story were upon the blackboard. The teacher pronounced the words one by one, and each time the pupils, in concert,

pronounced the words after her. She then repeated the same procedure with three children responding. The same practice was followed with the word groups or expressions. She then tested and drilled the children upon the recognition and pronunciation of the words and word groups. After about twenty minutes of this drill for vocabulary preparation, the teacher remarked aside to the observer, "After I do all that, these children cannot read the story in the book."

Inability to read a pre-primer. The observer ventured to remark that the reading material might be too difficult for the children. He asked permission to try out the group with some easier material. The easiest material on hand was a supply of a rather difficult pre-primer based upon the experience-activity method. The group was tried out with this material without preliminary vocabulary preparation. None of the children could read the material independently. They knew few or no words. None knew enough words to read the material without being constantly helped with the words.

Beginning all over as an experiment. The observer then suggested that an experiment be undertaken with these children, involving starting the group over from the bottom with some new material, and the teacher agreed. She was provided with some of the preparatory chart material and the workbook material preparatory to the *Webster Primer*, and also the manual. Each child was furnished a copy of the workbook. In three weeks the group completed the twenty-one pages of workbook material preparatory to the *Webster Primer*. The writer observed the teacher several times during this period

and saw very good teaching. She utilized the plans indicated in the workbook and in the manual. The writer taught the group during their first reading period with the *Webster Primer*. They were all able to do straight-ahead reading with only occasional help and completed the first story unit of eight pages in twenty minutes.

Successful primer reading. The group continued this plan the remainder of the semester and all the children made satisfactory progress. The teacher was greatly pleased with her accomplishments with these children.

Summary of diagnosis. The difficulty was that the children had never acquired a simple beginning vocabulary in reading and consequently the first-reader material the teacher was using in accordance with the requirements in the printed course of study was entirely too difficult for them.

F. SOME STATISTICAL STUDIES AND PROBLEMS ARISING

To make an adequate study of the problems involved in connection with primary reading a certain amount of survey data is essential.

Data for beginning third-grade pupils. On pages 10 and 11 are charts showing the distribution of reading-grade scores for all the children in beginning third grade in the system in September and the age distribution of approximately these same children at the beginning of high third grade in February. A comparison of exactly the same groups has not been possible because the reading test was given in September and no reading test was given in February, while the age-grade reports were made in February and were not made in September.

BETTER PRIMARY READING

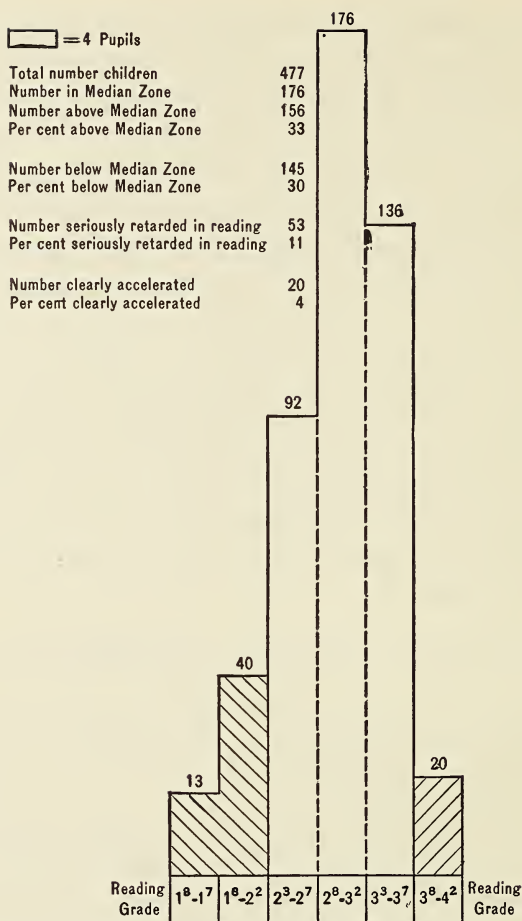


FIG. 1.—Grade scores of 477 low third-grade pupils in one school system on the Metropolitan Primary Reading Test, September, 1934.

Average results, but many seriously retarded in spite of a high percentage of non-promotions. Figure 1 shows that the reading achievement in this system at the beginning of the third grade was about that of the average

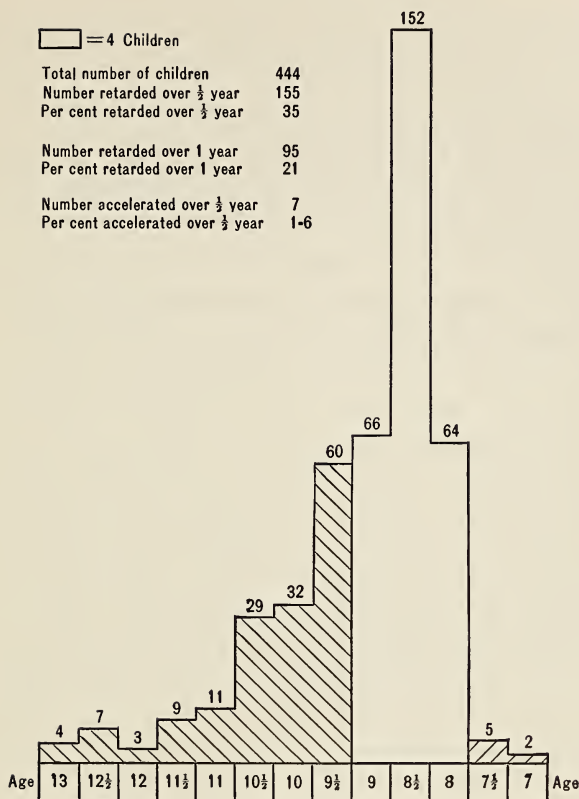


FIG. 2.—Age distribution of high third-grade pupils in one school system, February, 1935.

for the country for the *Metropolitan Primary Reading Test*. Twenty pupils or four per cent are accelerated approximately a year or more in reading while fifty-three or eleven per cent are seriously retarded in reading to the extent of approximately one year or more.

Figure 2 gives the age distribution for approximately these same children. It throws a great deal of light upon

the whole reading problem, and also raises a number of questions closely related to the reading problems in the primary grades. These will be discussed subsequently. Even allowing a half year for various contingencies which operate to cause children to fall behind during the first two grades, we find that more than one third of these children are over-age. Furthermore, a large number, twenty-one per cent, are over-age more than a year at the beginning of the third year of the course.

Very few accelerated in reading. In contrast to the thirty-five per cent who are over-age more than a half year, less than two per cent are under-age more than a half year. This, of course, means that the policy of the system has been one of a relatively large percentage of non-promotion in the first and second grades and that special promotions of gifted children are rare.

Results on an oral reading test. In the fall a month or so after the silent reading test had been given, each third-grade teacher was asked to give to the poorest five readers in the class or room Gray's *Oral Reading Check Tests*, Set II, Forms 1, 2, 3, 4, and 5 at intervals of three weeks. Form 1 is reproduced on page 13 in exact form with fifteen errors made by a typical poor third-grade reader indicated. The marking under *green tree* shows that these words were repeated. The line under *among* indicates that the word was either wholly mispronounced or had to be told. In the sixth line *was* was substituted for *has*. In the last line *how* was inserted and *very* was omitted.

The results revealed that there were children in nearly all of the third-grade classes who were very in-

GRAY'S ORAL READING CHECK TESTS
SET II, NO. 1

A nest is in a big green tree. The mother bird made the nest. She put it on the branch of the tree among the pretty leaves. She made it of twigs, leaves, and grass. She put soft rags inside of it. The nest ^{was found} has five baby birds in it.

The nest is large and round. The little birds will not fall out. The nest holds the mother bird and the little birds, too. It is hidden under the leaves. The old cat cannot see it. He does not know where the birds are. He will not find ^{their} them there.

The nest is the home ^{for} of the birds. It is ^{the} a bed ^{the} for the baby birds. The wind rocks it back and forth. The nest is very strong and the wind cannot blow it down. The little birds eat and sleep all day. They will learn ^{how} to fly (very) soon.

FIG. 3.—Record of errors, child in third grade. (Type slightly reduced.)

accurate in the oral reading of material on first-reader or easy second-reader level. Some of the poorest readers had to be told many of the words, and consequently the number of errors was twice as great as shown in the illustration just described. Yet under the classroom practices that had been common in this system, these poor readers usually would be struggling along with the difficult basic second reader or third reader. Most of these children had never developed accuracy and fluency in word recognition and in oral reading, partly because they had been laboring semester after semester with reading material too difficult for them.

The following list reveals the types of word confusions made by these poor oral readers in the third grade.

LIST OF WORD CONFUSIONS MADE BY 37 POOR
ORAL READERS IN 8 THIRD-GRADE CLASSES
IN READING GRAY'S ORAL READING
CHECK TESTS, SET II, FORMS
1, 2, 3, 4, 5

<i>Words</i>	<i>Times Confused</i>	<i>Words</i>	<i>Times Confused</i>
a—the	8	each—every	3
afraid—after	5	eyes—ears	2
among—again	2	five—fine	2
an—a	2	friend—find	2
at—and	2		
ate—eat	4	gave—give	2
ate—et	3	give—gave	2
back—black	2	glass—grass	4
barn—bear	2	grass—green	6
bed—bad	2	green—grass	3
bread—butter	2	has—is	8
cool—cold	18	has—was	5
dark—black	2	hear—have	4
		hear—hurt	3

<i>Words</i>	<i>Times Confused</i>	<i>Words</i>	<i>Times Confused</i>
he—her	2	pine—pin	3
her—here	6	purr—pretty	2
her—his	4	rag—rugs	4
her—their	2	sharp—short	2
hidden—hid	2	she—her	2
hidden—hide	2	she—the	3
home—house	19	sleeps—sheep	3
horse—house	4	slowly—softly	2
I—it	3	sometimes—something	4
in—it	2	spot—stop	2
in—on	6	stays—stands	7
is—was	2	stone—store	6
it—to	2	stone—story	3
large—light	2	tall—till	3
large—like	3	the—a	15
large—long	24	them—him	3
lies—lays	13	then—there	3
lies—lifts	2	then—they	2
made—makes	7	there—here	3
make—like	3	there—that	4
make—made	2	there—they	5
near—never	3	these—this	4
new—near	2	these—those	5
no—not	3	they—then	2
no—now	2	they—there	4
no—on	7	thick—stick	3
no—one	2	those—the	2
now—new	6	those—these	4
now—no	2	to—the	2
of—for	2	took—look	2
of—on	2	very—every	12
of—to	2	wall—well	3
often—open	2	wall—will	3
our—her	2	wants—went	4
our—over	2	was—is	3
our—your	5	we—she	3
paws—pussy	3	we—when	2
pine—palm	3	when—then	8
		yard—barn	2

Teachers' reports on children seriously retarded in reading. In January the teachers were asked to report the names and certain data for children whom they considered seriously retarded in reading with respect to grade placement or chronological age. The second-grade teachers reported 193 cases. The children ranged in age from eight to twelve years. Most of them had repeated one or more half grades. Some had spent three semesters in the low first grade. The names indicate a variety of nationalities including a considerable proportion of English names.

An unexpected shortage of funds prevented the carrying out of plans for case studies of a sampling of these seriously retarded readers. On the basis of a considerable number of private case studies in diagnosis and remedial instruction, the writer is confident that it is possible to decrease materially the retardation in primary reading and prevent the development of many of the really serious cases of retardation by means of a program planned to adapt instruction to individual needs and involving the use of the best materials and methods. Of course, since children vary in their mental growth and since various factors may operate to handicap the child in learning to read, it is not expected that all children will make normal progress in reading with reference to chronological age.

But with the right kind of reading program and facilities for ascertaining needed facts about the child's intelligence, eye functions, and other factors that operate to determine progress in reading, it is no doubt possible to have relatively few exceptions to the rule that the

child's progress in reading should approach his mental growth.

The question of foreigners. Mexican and other foreign elements, including some transients, make up a portion of the cases of over-age children shown in Figure 2, but from careful personal observations it may be stated that the language handicap is only a contributing factor and not the main cause of the large number of cases with unfortunate attitudes and wrong habits.

Absence of mental data. No intelligence measures of these children were available. The population of this metropolis of a rich valley ranges from wealthy business people to the poorest type of laborers with the total population probably showing a median slightly below average. But it is doubtful that a chart of the mental ages of the third-grade children would deviate from the normal so strikingly as does the chart in Figure 2.

Causes of failures which necessitate repeating. Failure in reading in this system has been a leading factor in non-promotions. The large percentage of failures in reading has been due to various factors including a course of study and basic reading material in the first and second grades too difficult for the average child, lack of administrative provisions in the course of study for encouraging and facilitating the adaptation of methods and materials to the child's needs regardless of grade placement, and the absence of adequate materials and effective methods in pre-book and early book reading.

Important concluding statement. In connection with the charts on pages 10 and 11, it should be noted that only average results are obtained in reading in spite

of the large amount of repeating done by a considerable percentage of the children; even then at least a fifth are behind the level of attainment for successful joyful activity in low third-grade reading as required by the course of study then in use; and more than a tenth of the whole number should have been using easy primers and first readers.

Some related problems. Various solutions have been suggested for the major problems indicated by this study. Some of these proposals are listed below and will be touched upon in subsequent sections at appropriate points.

1. Will the natural experience method with reading instruction integrated entirely in an activity program solve the problem of better reading that adapts learning conditions to the varying needs of children?

2. Will postponement of formal instruction in reading beyond the low first grade solve the problem of non-readers and seriously retarded readers?

3. Should non-promotions be discontinued and children classified according to chronological age?

4. If non-promotions are allowed, on what basis should pupils be promoted and what weight should be given to reading attainment?

5. How may a flexible course of study in beginning reading be organized and administered so as to facilitate adaptation of reading instruction to the varying needs of the children in a particular class, grade, or half grade in a particular school and in different schools?

G. DIFFICULTIES COMMONLY ENCOUNTERED IN A SUPERVISORY CAMPAIGN

Dr. William S. Gray has set forth the conditions and difficulties encountered, the reforms needed, and the difficulties to be expected in a supervisory campaign to improve instruction in reading. He says:

A survey of the status of reading in more than thirty schools at the beginning of the study in 1926 revealed a series of illuminating facts. First, the general breadth and character of the instruction given differed widely. Many schools still adhered to the narrow content and formal methods characteristic of instruction in reading two decades ago.¹

In the article just referred to and also in an earlier article,² Gray outlines the problems involved in reorganizing and improving instruction in reading. Every superintendent, principal, and supervisor concerned with the improvement of instruction in reading should read and reread these two articles.

In a recent monograph,³ Gray has given clear evidence of the possibilities of obtaining marked improvement in results in reading, but serious difficulties are to be encountered in a supervisory campaign for improvement. Gray has outlined these difficulties in his monograph. Nine of the twenty difficulties encountered are described by Gray as follows:

1. Unwillingness of many school officers to cooperate in constructive work either because they were too busy with routine responsibilities or were self-satisfied and frankly not interested.

¹ "Evidence of the Need of Capable Instructional Leadership," *Elementary School Journal*, February, 1934, p. 418.

² "A Study of Ways and Means of Reorganizing and Improving Instruction in Reading," *Journal of Educational Research*, XV (March, 1927), 166-175.

³ *Improving Instruction in Reading* (Chicago: Department of Education, The University of Chicago, 1933).

2. Limited knowledge by supervisors of current trends in teaching reading, of recent professional literature, and of the results of scientific studies. In many cases the deficiency was pathetic at the beginning of the study. The old adage that a stream cannot rise higher than its source has direct application in a supervisory campaign.

3. Inadequate training of teachers. Many of the teachers had taken no professional courses in reading and had made no personal study of recent developments in the field. In all such cases training had to begin at the level of the teachers' grasp of reading problems.

4. Little or no professional literature on reading available in most schools and only an occasional copy of a scientific study in even the most progressive centers. It is obvious that teachers must have access to such material if they are to cooperate effectively in improving instruction in the light of progressive trends and the results of scientific studies.

5. Inability on the part of many teachers and even school officers to interpret readily and to apply intelligently the suggestions presented in professional literature and the results of scientific studies. Numerous steps were often essential before interest was aroused.

6. Inadequate or inappropriate reading materials and lack of familiarity with information about desirable types and the sources from which they can be secured.

7. Inadequate or inefficient supervision. Without stimulating leadership, most teachers were unable to make satisfactory progress in reorganizing and improving instruction in reading.

8. Lack of professional attitude and of a feeling of responsibility on the part of teachers for the improvement of teaching. This deficiency sometimes took the form of open hostility when pressure was exerted.

9. Lack of understanding among patrons of a school concerning the significance of the changes introduced in the reading program.

He discusses the conditions essential to success under five headings: (1) capable leadership within the schools; (2) a competent and professionally-minded staff; (3) familiarity with current trends and the results of scientific studies; (4) the need of continued research; and (5) the importance of time. His concluding statements are as follows:

The results of this study indicate that any school system can reorganize and improve its instruction in harmony with the results of research. If a high level of efficiency is to be attained, certain conditions are essential, namely, trained leadership, a competent and professionally-minded staff, continuous study of current trends and the results of scientific studies, constructive study of teaching problems including various types of service research, and sufficient time. We face today the need of radical readjustments in teaching in order to provide more adequately for contemporary social needs. The changes which are made should harmonize with the results of scientific studies. The demand for the continuous reorganization and improvement of teaching places large responsibilities on school officers and teachers. Only as the problems involved are attacked enthusiastically and courageously will instruction continue to increase in breadth and excellence.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. Give experiences and observations of your own indicating the need for better primary reading.
2. Report upon the results of a reading test given to a class or classes in one or more of the first four grades.
3. Report upon some recent course of study in primary reading with respect to specific administrative provision for individual differences in reading within the class or grade.
4. Make a comparative study of several commercial sets of chart material for preparation for reading units in the basal pre-primer or primer and note to what extent memory reading is fostered and to what extent word mastery is obtained.
5. State briefly just what Figures 1 and 2 reveal and what problems related to primary reading grow out of the facts portrayed.
6. Select a poor reader, an average reader, and the best reader in a third-grade class, give each Gray's *Oral Reading Check Test*, Set II, No. 1, and report the comparative results.
7. Locate a child who is seriously retarded in reading with respect to grade placement, and obtain all the important facts possible that might throw light upon the nature and causes of his reading deficiencies

CHAPTER II

A FLEXIBLE COURSE OF STUDY OUTLINED

The outlines contained herein are taken from the course of study worked out in the school system to solve the problems of reading instruction set forth in Chapter I. The books listed are those available in that particular school system at the time the course of study was formulated.

Guideposts for the teacher. The following guides are basic to plans for adapting reading instruction to the child's needs.

The children should be classified into fairly homogeneous groups according to readiness for a particular level and should be instructed with materials listed for that level regardless of grade placement. The double-track listing of books is to make it possible to reserve materials appropriate in interest and difficulty for groups retarded in reading with respect to grade placement.

A child should not be advanced from Level I, which is preparatory to beginning book reading, until the goals outlined have been reached; and likewise a pupil should not be advanced from any one level to the next until he is in a state of readiness for the next level. One of the chief handicaps to poor readers is often the fact that they are struggling with materials too difficult for them.

Children who progress slowly in reading will need to cover larger amounts of material on a particular level

than children who progress more rapidly. Facility in reading can be attained by slow learners in reading only by skillful guidance and by much reading of relatively easy material.

Promotion from one grade or half grade to another should be based upon the child's readiness to participate with profit in the whole program of activities, and no child should be denied promotion merely on the basis of being backward in reading.

Materials for each group should be selected in such a way that the child who progresses slowly will not repeat the same material. The plan of listing basic, co-basic, and supplementary books in two separate lists for each level will materially aid the teacher in this connection. Since the children who progress slowly in reading are the older children of those being instructed upon a particular level, the book likely to be interesting to these older children and having a title instead of a grade designation on the front cover predominates in the second list under each level.

Major aims and values. This statement of major aims and values constitutes the basis for determining specific aims, activities, methods, and materials in this course of study and applies to all grades.

Experiences. An important aim in modern education is growth through experiences. The school is necessarily limited in the possibilities for first-hand experiences, but through visual aids and reading the school has unlimited possibilities in providing vicarious experiences as substitutes for first-hand experience. Reading is a means of extending and enriching the child's experiences. Its

value as an experience depends upon amount, variety, and keenness of interest and appreciation in reading done.

Interests and appreciations. Another important aim of modern education is that of building desirable interests and tastes. This aim includes development of real appreciation of the best literature suitable in interest and in difficulty to the mental maturity and reading ability of the child. More broadly, it involves establishment of permanent, varied, and desirable interests in reading that lead to the habit of voluntary reading of a wide range.

Ethical behavior. Character building, moral conduct, good citizenship, are different expressions of a fundamental aim of all education. Ideals set forth in an attractive way in reading constitute a specific contribution to this aim. This aim was predominant in reading fifty to one hundred years ago. In modern courses it is given its legitimate place along with other related and equally important aims. The ideals which reading may stimulate include a wide range, such as perseverance, international friendship, honesty, love of country, appreciation of beauty, justice, kindness, and faithfulness.

Skills in oral reading. The main function of oral reading in life is that of conveying meaning and feeling to others. An important objective of the reading program is to develop ability to read to others with accuracy, fluency, and natural expression of the meaning and feeling. It also has a value in relation to a full understanding and appreciation of literature with prominent auditory values, such as poetry. In the primary stages of

learning to read it is a valuable aid in developing habits and skills in reading. Beyond this stage its value in this connection is very limited.

Skills in silent reading. Studies have shown that approximately 95 per cent of the reading done in adult life is silent reading and about 5 per cent oral reading. This fact emphasizes the importance of developing economical and efficient habits and skills in silent reading. In addition to the more general phases of speed, accuracy, and power of comprehension, there are many specific skills which will be indicated in the specific objectives and which require specialized teaching techniques and specially organized materials.

Standards of attainment and materials by levels. The outlines which follow set forth the specific objectives and the books for group instruction for each of eight reading levels, grades 1, 2, and 3. It will be noted that the book list for each level is in two parts, the first being for normal and superior groups, and the second being for groups retarded in reading. All the books listed for a particular level are judged to be comparable in difficulty according to level as previously indicated. In the main the books listed for retarded groups, which will consist of the older children, have titles and contain material of interest to the older children.

**Level I. Pre-book Stage: Chart, Worksheet, and Blackboard
Reading: Beginning First Grade**

1. A desire to learn to read.
2. An attitude of reading for the thought.
3. A concept of reading as a meaningful process closely related to various activities.

4. Familiarity with the characters, concepts, and experiences of the first part of the beginning text.

5. Ability to recognize in context most of the words in the first story unit of the beginning text.

6. Skill in observing likenesses, differences, and significant characteristics of word forms.

7. Habit of left-to-right sequence in moving the eyes across the word or line of reading in chart or workbook reading.

8. Fair degree of accuracy in comprehending simple silent-reading exercises involving objective responses and based upon the reading vocabulary previously introduced.

Level II. Early Primer Reading: Easy Pre-Primers and First Half of Easy Primers: Low First—High First

A. Standards of Attainment

1. Joyful cooperative interpretation and realization of the experiences embodied in a story unit in the early book reading.

2. Interest in independent individual reading of very simple booklets appropriate in vocabulary.

3. Ability to read either orally or "silently" a short unit of a few one-line sentences containing no new words not easily acquired by context clues.

4. Skill in comprehending simple silent reading exercises, limited to the early primer vocabulary and involving objective responses.

5. Habit of left-to-right movement of the eyes across the individual word and along one-line sentences in the primer with the aid of line markers, but without pointing with finger or marker except in special cases of unusual difficulty in focusing and fusing.

NOTE—A line marker helps the child to keep the place and follow the line and enables the teacher to see whether or not each child is keeping the place. It is a crutch, however, and its use should be discontinued as soon as practicable.

6. A beginning on the part of each child in forming the habit of reading to himself without audible vocalization.

7. Ability to handle books correctly, turn pages, and locate certain pages as directed.

8. Readiness on the part of the child to ask for help on word-recognition difficulties which he cannot solve himself.

9. Ability to use context clues in getting new words.

10. Ability to see known base words in simple *s* and *ing* derived forms as an aid in solving word recognition difficulties (*run, runs; go, going*).

11. Ability to hear likeness of sounds in different words as in the case of words that rime or that have the same beginning sound.

12. Knowledge of the following initial sounds: *s, m, h, b, p, f, c* (hard sound), *w*.

13. Ability to combine context clues and known initial sounds in solving word-recognition difficulties.

14. Sharpness in visual perception sufficient to avoid confusion of known words similar in general configuration, such as *ball, doll; was, saw; how, now; run, ran*.

15. Mastery of 100 to 200 words of frequent occurrence in easy pre-primer and primer reading.

B. Books for Group Instruction

1. For normal and superior groups Beginning First Grade

Co-basic

Elson Basic Pre-Primer and preparatory worksheets.

Elson Basic Primer, Parts I and II.

Supplementary books

Tom and Betty (Bolenius Primer), first half.

First Steps (Fact and Story).

Let's Play (Pre-Primer of "The Children's Bookshelf").

Lincoln Primer, first half.

Pathway Primer, first half.

Play Days (Primer of "The Children's Bookshelf"), first half.

2. For groups retarded in reading Above Low First Grade

Co-basic

Tom, Jip, and Jane (Webster Primer) and workbook.

Elson Basic Primer, Parts I and II (if not previously covered).

Supplementary books

Playmates (Curriculum Pre-Primer)

Friends for Every Day (Curriculum Primer), first half.

Little Book (Pre-Primer for *Wag and Puff*).

Modern School Primer.

Open Door Primer (for Mexican groups).

Bob and Baby Pony (Real Life Pre-Primer).

Level III. Second Half of Easy Primers and First Half of More Difficult Primers: High First

A. Standards of Attainment

1. Joyful, cooperative interpretation and realization of the experiences embodied in increasingly longer primer stories.

2. Interest in independent, individual reading of material appropriate in vocabulary.

3. Ability to read orally at sight (without previous preparation or silent reading) new beginning primer material with a vocabulary commonly found in primers.

4. Ability to read short units of story material of a more advanced primer level, following silent reading with needed help.

5. Reasonable fluency and accuracy, proper phrasing or grouping of words, correct and clear enunciation, and natural expression of the meaning in oral reading.

6. Skill in comprehending simple silent-reading exercises limited to the primer vocabulary and involving objective responses.

7. Increasing accuracy in forward movements of the eyes along the printed line and in shifting the eyes from the end of one line to the beginning of the next with the aid of a line marker but without pointing with the finger or marker except in special cases of unusual difficulty in focusing and fusing.

8. Habit of reading "silently" without audible vocalization that enables others to hear what is being read.

9. Ability to make visual analysis of simple *s*, *ing*, *es*, *ed* variants and compounds of known words as an aid in word-recognition difficulties (*box*, *boxes*; *play*, *played*).

10. Knowledge of the following initial sounds: *s*, *m*, *h*, *b*, *p*, *f*, *c* (hard sound), *w*, *g* (hard sound), *r*, *t*, *d*, *j*, *l*, *n*, *k*, *th* (new sounds in bold print).

11. Ability to combine context clues and known initial sounds in solving word-recognition difficulties.

12. Increased accuracy in connection with known word forms commonly confused, such as *want*, *went*; *horse*, *house*, *home*; *sleep*, *sheep*; *stop*, *spot*; *of*, *for*.

13. Mastery of 200 to 300 words of frequent occurrence in primers.

B. Books for Group Instruction

1. For normal and superior groups

High First

Basic and co-basic

Terry and Billy (Child-Story Primer, State text), through p. 63 and workbook to p. 14.

Elson Basic Primer, Parts III, IV, V.

Supplementary books

Bobbs-Merrill Primer (folk tales, small vocabulary).

Tom and Betty (Bolenius Primer), complete.

Boys and Girls at School (Pre-Primer of "Do and Learn Readers").

Child's First Book in Reading.

Everyday Classics Primer (folk tales artistically illustrated).

Fact and Story Primer, complete.

Having Fun Primer (original rimes and stories, high literary merit).

Lincoln Primer, complete.

Pathway to Reading Primer, complete.

Pets and Playmates (Primer of "New Silent Readers").

Play Days (Primer of "The Children's Bookshelf").

New Primer by Smedley and Olsen.

2. For groups retarded in reading

Above First Grade

Basic and co-basic

Tom, Jip, and Jane (Webster Primer) and workbook.

Terry and Billy (Child-Story Primer, State text) through p. 63 and workbook to p. 14, if children have not had the material.

Elson Basic Primer, Parts III, IV, V, if new material.

Supplementary books

Wag and Puff (Child's Own Way Primer).

Home (Citizenship Primer), first half.

Friends for Every Day (Curriculum Primer), complete.

Friends (Primer of "Children's Own Readers").

Story Steps (Primer of "Progressive Road to Reading"; original cumulative tales).

At the Farm (Real Life Primer).

The Terry Book (same illustrations as in *Terry and Billy*).

Thought Test Primer (use for silent reading according to directions in back of book), first half.

Level IV. Latter Part of Difficult Primers and Easy First Readers: High First—Low Second

A. Standards of Attainment

1. Joyful cooperative interpretation and realization of the experiences embodied in easy first-reader material.

2. An increasing interest in independent individual reading of simple stories in an easy primer.

3. Ability to read orally new primer and easy first-reader stories (within known vocabulary) with reasonable accuracy, fluency, and natural expression of the meaning.

4. Ability to convey thought to an audience through oral reading of units on a primer level.

5. Comprehension of simple silent-reading exercises limited to the child's reading vocabulary and involving objective responses.

6. Ability to read without pointing and without line markers except in special cases of unusual difficulty in focusing and fusing.

7. Habit of reading "silently" without audible vocalization.

8. Ability to make analysis necessary in recognizing compounds of known words (*playhouse, something, today*) and known-word variants in *ing* and *ed* with *e* dropped or final consonant doubled (*make, making; stop, stopped*).

9. Knowledge of sounds of the following as initial elements of words: *s, n, h, b, p, f, c, w, g, r, t, d, j, l, n, k, th, sh, st, wh, gr* (new elements in bold print).

10. Ability to combine context clues and the initial sounds above as aids in solving word-recognition difficulties.

11. Ability to get a new one-syllable word by comparison with a known word identical except for the beginning or ending consonant or consonant digraph (*cat, hat; ran, rat*). (New)

12. Increased sharpness in visual perception of word forms and in auditory acuity essential in avoiding errors with words commonly confused, such as *big, pig; were, where; for, from; back, black; very, every; on, in; her, here; my, may*.

13. Increased versatility in utilizing meaning clues, visual aids, and phonetic aids in combination in getting unfamiliar words in context.

14. Mastery of 400 to 450 words of frequent occurrence in primers and first readers.

B. Books for Group Instruction

1. For normal and superior groups

High First—Low Second

Basic

Terry and Billy (Child-Story Primer, State text) and workbook, complete.

Supplementary books

Any primers previously listed for normal groups but not completed by the group.

Bobbs-Merrill First Reader (nursery tales and rimes).

Animal Friends (Bolenius First Reader).

Child Library Primer.

Boys and Girls at Work and Play (Primer of "Do and Learn Readers").

Elson Basic Readers, Book One.

Field Primer (nursery rimes and stories based on them; word lists arranged according to short vowels).

First Lessons in Learning to Study by Horn.

Fun Book by LaRue (fanciful).

Happy Children, Book I.

Pathway First Reader.

Playing Together (First Reader of "The Children's Bookshelf").

Rainbow Readers, Book One.

Story Hour Primer, Revised (folk tales and rimes).

Story Reader, Book One (real experiences of a little boy).

Study Reader, First Year (designed for silent reading).

2. For groups retarded in reading

Above Low Second

Basic and co-basic

Terry and Billy (Child-Story Primer, State text) and workbook, if children have not completed them.

Easy New Stories (Webster First Reader) and *Work and Test Book*.

Supplementary books

Surprise Stories (Child's Own Way First Reader).

Home (Citizenship Primer), complete.

Friends in Town and Country (Curriculum First Reader).

Dutch Twins Primer by Perkins. *Friends* (Primer of "Children's Own Readers"), complete.

Pet Pony (Primer of "True Story Series").

At Home (Real Life First Reader).

Thought Test Primer, complete.

Squirrel Tree (true experiences of a boy and girl).

Toby Chipmunk (fanciful).

Peter and Peggy (Work-Play Primer) and dictionary. Use for silent reading under teacher guidance.

Level V. The More Difficult First-Reader Material**A. Standards of Attainment**

1. Joyful cooperative interpretation and realization of the experiences embodied in the more difficult first-reader material.

2. An increasing interest in independent individual reading of simple stories on an easy first-reader level.

3. Ability to read orally at sight new easy first-reader stories (within known vocabulary) with reasonable accuracy, fluency, and natural expression of the meaning.

4. Interest and success in conveying the thought of short stories of easy first-reader units to an audience, following supervised preparation.

5. Comprehension of silent-reading exercises limited to the reading vocabulary of this level and involving objective responses.

6. Habit of reading without audible vocalization when engaged in "silent" reading.

7. Knowledge of initial sounds and blends previously taught and the following new ones: **y, ch, cl, pl, fl, bl, cr, br, dr, tr, fr, ea.**

8. Ability to combine context clues and known initial sounds as aids in solving word-recognition difficulties.

9. Ability to make analysis necessary in recognizing *s, es, ing, ed, y, er*, variants and compounds of known words (*farmer, bigger, funny, sleepy*).

10. Knowledge of short and long sounds of vowels developed through known one-syllable words and applied as an aid in recognizing new phonetic words of one syllable in lists and in reading units.

11. Increased accuracy in connection with words commonly confused, such as *blow, blew; big, dig; wall, well; who, how; when, then; farm, from; show, snow*.

12. Mastery of 600 to 700 words of frequent occurrence in easy and difficult first readers.

B. Books for Group Instruction

1. For normal and superior groups

Low Second

Basic

Jack and Jane (Child-Story First Reader, State text) and workbook.

Supplementary books

Child Library, Book One.

Cinder the Cat.

Easy Road to Reading, First Reader (folk tales).

Elson Readers, Book One (old edition).

Everyday Classics, First Reader (folk tales and rimes).

Everyday Doings at Home (a courtesy reader; fanciful animal stories).

Fact and Story Readers, Book One.

Happy Hour Stories.

Children's Own Readers, Book One.

Silent Readers, First Reader.

Stone's Silent Reading, Book I.

Story Folk (first book in "Individual Progress Series").

Story Hour (revised), Book I.

Under the Story Tree by LaRue.

2. For groups retarded in reading

Above Low Second

Basic

Jack and Jane (Child-Story First Reader, State text) and workbook, if not previously used.

Supplementary books

City and Country (Citizenship Readers, Book One).

Our Friends at Home and School (First Reader of "Do and Learn Readers").

Fifty Flags and Other Stories (Book One of "True Story Series").

Growing Up (Book I of "New Silent Readers").

Lincoln First Reader.

Modern School, Book One.

Skags, the Milk Horse (realistic; liberally illustrated).

Thought Test, First Grade (use for silent reading according to directions in back of book).

Tree Boys by Nida.

Round the World (First Reader of "The Work-Play Books").

Level VI. Easy Second-Reader Material

A. Standards of Attainment

1. Interest and reasonable facility in independent individual recreative reading of stories on a first-reader level.

2. Joyful cooperative interpretation and realization of the experiences embodied in easy second-reader material.

3. Ability to read new first-reader and new easy second-reader stories orally with reasonable accuracy, fluency, and natural expression of the meaning.

4. Interest and success in conveying the thought of short first-reader units to an audience, following supervised preparation.

5. Ability to read new easy first-reader stories silently at the rate of at least eighty words per minute with a fair grasp of the contents.

6. Comprehension of silent reading exercises limited to child's reading vocabulary and involving objective responses.

7. Decreasing tendency to lip movement in silent reading.

8. Some skill in reading different types of material for various purposes, such as finding answers to questions, following directions, and remembering what is read.

9. Ability to make inspectional analysis necessary in recognizing *s, es, ing, ed, y, er, est, en, n, ies, ied* variants of base forms and compounds of known words (*carry, carries, carried; inside; biggest; taken; forgotten*).

10. Knowledge of initial sounds previously taught and the following new ones: **v, qu, sw, sp, sl, sm, sn, tw**.

11. Ability to combine context clues and known initial sounds and blends as an aid in solving word-recognition difficulties.

12. A working knowledge of frequently recurring phonograms containing long or short vowel sounds; of *ee, ai, ay, oa*; and of the rule that final *e* makes the preceding vowel "say its name."

13. Ability to recognize new words containing the two most common sounds of *ou, ow, oo, ea* (new).

14. Knowledge of the sound of the following **r** phonograms: *ar, er, ir, ur, or*.

15. Ability to combine context clues, visual aids, and phonetic knowledge in independently unlocking new words.

16. Increasing accuracy in recognition of words commonly confused, such as *ran, rain; you, your; with, white; on, one, once*.

17. Mastery of 900 to 1,000 words of frequent occurrence in first readers and easy second readers.

B. Books for Group Instruction

1. For normal and superior groups
Low Second—High Second*Basic*

Child-Story Readers, Second Reader (State text). Use easier selections only.

Supplementary books

Dramatic Reader, Book One (children's classics in dramatic form) (audience reading, limited to 12 copies).

Elson Basic Readers, Book Two.

Happy Children's Readers, Book Two.

Learn to Study, Book One.

New Path to Reading, Book Two.

Progressive Road to Reading, Book Two (classical tales).

Smedley-Olsen New First Reader (audience reading, limited to 12 copies).

Study Readers, Second Year (designed for silent reading).

Work-a-day Doings (fanciful material).

Work-a-day Doings on the Farm (fanciful).

2. For groups retarded in reading
Above Second Grade*Co-basic*

Joyful Reading (Second Reader of "Webster Readers") and workbook.

Supplementary books

School Days (Book Two of "Citizenship Readers").

Friends Here and Away (Second Reader of "Curriculum Readers").

Munching Peter (Second Reader of "The Children's Bookshelf").

Good Times with Beverly.

My Cut-a-Picture Book.

Red Feather (Book I of "Long Ago Series").

Story Reader, Book Two (real experiences of a boy).

Friendly Stories (Second Reader of "The Work-Play Books").

Level VII. The More Difficult Second-Reader Material

A. Standards of Attainment

1. Interest and reasonable facility in independent individual recreative reading of stories on an easy second-reader level.

2. Joyful cooperative interpretation and realization of the experience embodied in material on the more difficult second-reader level.

3. Ability to read new easy second-reader stories orally with reasonable accuracy, fluency, and natural expression of the meaning.

4. Interest and success in conveying the thought of first-reader

or short easy second-reader units to an audience following supervised preparation.

5. Ability to read new first-reader stories silently at the rate of at least ninety words per minute with a fair grasp of contents.

6. Comprehension of silent reading exercises limited to second-reader vocabulary and involving objective responses.

7. Increased skill in reading different types of material on the more difficult second-reader level for various purposes such as finding answers to questions, following directions, and remembering what is read.

8. Decreasing tendency to lip movement in silent reading.

9. Ability to make inspectional analysis necessary in recognizing *s, es, ing, ed, y, er, est, en, n, ies, ied, ly, ily* variants of base forms and compounds of known words (*happy, happily; everywhere*).

10. Skill in blending beginning consonant combinations including the more complex ones, such as *spl, str, thr, scr, spr, squ*.

11. Knowledge and application of the facts that the letters *k* and *g* preceding *n* are silent and that *w* preceding *r* is silent. Examples: *know, gnaw, write*.

12. A working knowledge of frequently occurring phonograms other than those having long or short vowels, such as *aw, au, oi, oy, ey, ew, air, arm, all*.

13. A familiarity with the oral terms **vowel, consonant, and syllable**.

14. Ability to apply knowledge of the long and short vowels in recognizing two-syllable words familiar to the child orally.

15. A working knowledge of the effect of final *e* on the preceding vowel in a one-syllable word.

16. Ability to combine context clues, visual aids, and phonetic knowledge as an aid in independently solving word-recognition difficulties.

17. Increasing accuracy in recognition of words commonly confused, such as *after, afraid; lies, lays; very, every; large, long; cool, cold; left, felt; surprise, suppose*.

18. A knowledge of the following contractions: *I'm, I'll, we'll, isn't, can't, aren't, don't, doesn't, hasn't, hadn't, haven't, wasn't, and weren't.*

19. Mastery of 1,400 to 1,500 words of frequent occurrence in second readers.

B. Books for Group Instruction

1. For normal and superior groups

Low Third

Basic

Child-Story Readers, Second Reader (State text). Use selections the group has not read.

Supplementary books

Bobbs-Merrill Second Reader.

Happy Days (Second Reader of "Bolenius Readers").

Child Library, Book Two.

Easy Road, Second Reader.

Elson Readers, Book Two (old edition).

Fact and Story, Book Two.

Field Advanced Second Reader.

Good Readings, Second Reader.

Lincoln Second Reader.

New Barnes, Book Two.

Parmly Second Reader.

Pathway to Reading, Second Reader.

Children's Own Readers, Book Two.

Silent Readers, Second Reader.

Stone's Silent Reading, Book II.

Story Hour (revised), Book Two.

Story-Fun (second book of "Individual Progress Reading").

Stories to Act (audience reading; limit of 12 copies).

Winston Companion, Second Reader.

Winston Readers Second Reader.

2. For groups retarded in reading

Above Low Third

Basic

Child-Story Readers, Second Reader (State text). Use suitable selections the children have not read.

Supplementary books

Bobby and Betty in the Country.

Do and Learn, Book Two (stories of animals).

Fleetfoot, The Cave Boy by Nida.

Modern School, Book Two.

New Friends (Book Two of "New Silent Readers").

Nixie Bunny in Work-A-Day Land.

Peter and Polly in Summer (audience reading; limit of 12 copies).

Peter and Polly in Winter (use for audience reading; limit of 12 copies).

Sailing Tub (Book Two of "True Story Series").

Thought-Test, Second Grade.

Level VIII. The Easier Third-Reader Material**A. Standards of Attainment**

1. Interest and reasonable facility in independent individual recreative reading on an increasing variety of themes and topics restricted in vocabulary to second-reader level.

2. Joyful cooperative interpretation and realization of the experiences embodied in easy third-reader material.

3. Readiness to inquire about and make use of, or independently seek for, reading materials which relate to the problems or activities in which the child is interested.

4. Comprehension of important points and the ability to think while reading.

5. Ability to read more difficult second-reader stories orally with increasing accuracy, fluency, and effective interpretation of the meaning, following supervised preparation.

6. Ability to read new easy second-reader stories silently at the rate of at least 110 words per minute with acceptable understanding of contents.

7. Ability to read with little or no lip movement and to read more rapidly silently than orally.

8. Ability to read intelligently for an increasing number of purposes, such as—

a. Understanding the selection as a whole.

b. Answering factual and judgment questions.

c. Finding facts which support a judgment or verify a statement.

d. Finding interesting incidents in a story.

e. Noting details related to problems of interpretation.

f. Recognizing main thought divisions.

g. Organizing details into simple classifications and completing the simplest type of outline of a selection.

h. Applying acquired information to new situations.

9. Recognition of words made by adding **ful**, or prefixing **un** or **re** to known words.

10. Recognition of such final syllables as **ble**, **kle**, **ple**, **tle**, and **dle**, in which the *e* is silent.

11. Ability to analyze compound words of third-grade level and derived forms with prefixes **dis**, **for**, **con** and the suffixes **ness**, **less**, **ed**.

12. Quick recognition of phonograms previously taught and a knowledge of the following new ones: **aught**, **ought**, **ph**.

13. Knowledge of the two sounds of **c** and **g** and of the rule that **c** and **g** have a soft sound before **e**, **i**, and **y** and hard sound before other letters.

14. A working understanding of accent and its effect upon the vowel sound, especially in connection with the first syllable of a word.

15. A working knowledge of the rules or conditions governing long and short vowel sounds in monosyllabic words and in syllables as follows:

- a. If a syllable of two or three letters has only one vowel and it is the first letter in the syllable, the vowel nearly always has a short sound. Examples: *indeed*, *appear*, *observe*, *exclaim*, *enjoy*.
- b. If the first syllable in a word ends in a vowel and is accented, the vowel is usually long. Examples: *China*, *radio*, *bicycle*, *bridle*, *silent*.
- c. When a word or syllable with one vowel ends in a consonant other than *r*, the vowel is usually short. Examples: *bundle*, *sentence*, *plenty*, *fifty*.
- d. In an accented syllable a final *e* makes the other vowel in the syllable long. Examples: *decide*, *refuse*, *desire*.
- e. If two vowels come together in a syllable, usually the first vowel is long and the other silent. Examples: *clear*, *reeds*, *paid*, *maiden*, *toasted*, *meaning*.
- f. In some words *ea* has the short *e* sound. Examples: *bread*, *spread*, *instead*, *meadow*, *threaten*, *breath*.

NOTE—The following are teacher aids on syllabication.

a. When the letter *t* or *d* stands before *ed*, *ed* is always pronounced as a separate syllable. Example: *shouted*.

b. As a rule, each syllable contains one vowel sound. Example: *sun/set*.

c. When one consonant stands between two vowels of a word, it usually goes with the second syllable. Example: *spi/der*.

d. If two different consonants can not be sounded smoothly with the following vowel, the word is "broken" between the consonants. Example: *nap/kin*.

e. If two different consonants stand between the vowels of a word, both consonants go with the second syllable if both can be sounded easily and smoothly with the vowel in that syllable. Example *se/cret*

16. Skill in combining context clues and the initial syllable in recognizing an unfamiliar word.

17. Increased independence in word recognition through versatility in using various recognition aids.

18. Increasing accuracy in recognition of words commonly confused such as *place, palace; cart, carpet; tack, track; voice, noise*.

19. Mastery of 1,800 to 2,000 words of frequent occurrence in third-reader material.

B. Books for Group Instruction

1. For normal and superior groups

Low Third—High Third

Basic

Child-Story Readers, Third Reader (State text). Use easier selections.

Supplementary books

Dramatic Reader, Book Two (children's classics in dramatic form) (for audience reading; limited to 12 copies).

Elson Basic Readers, Book Three.

In Animal Land (fanciful).

Learn to Study, Book II.

Music Appreciation Readers, Book Two (audience reading; limited to 12 copies).

New Path to Reading, Book Three.

Nixie Bunny in Faraway Lands.

Nixie Bunny in Manners Land.

Silent Readers, Third Reader.

2. For groups retarded in reading

Above High Third

Co-basic

New Trails in Reading (Webster Third Reader) and *Work and Test Book*.

Supplementary books

Friends Around the World (Third Reader of "Curriculum Readers").

Interesting Things to Know (Third Reader of "Do and Learn Readers").

Great Idea and Other Stories (Third Reader of "The Children's Bookshelf").

In Fableland (use for audience reading; limited to 12 copies).

Little Indians by LaRue.

Magic Clothespins.

Make and Make Believe (Third Reader of "The Work-Play Books").

3. Co-basic practice booklets for groups below standard in the specific skill indicated

Practice Exercises in Reading, by Gates-Peardon. The manual gives helpful suggestions.

Book III, Type A, General Significance.

Book III, Type B, Predict Outcome.

Book III, Type C, Directions.

Book III, Type D, Details.

Standard Test Lessons in Reading by McCall-Crabb, Book Two.

Use for groups below standard in accuracy or speed in study reading.

Obtain the manual and follow the plan outlined.

Additional list of readers by levels. Since the course of study containing the preceding outlines and lists was formulated, a number of new series of primary readers have been published. The following additional list includes some of these new series and a few other readers, not in the previous lists, which can be recommended for supplementary use.

Level II

Elson and Gray, *More Dick and Jane Stories* (Chicago: Scott. Foresman and Company, 1934).

Dopp, Pitts, and Garrison, *Happy Road to Reading: Little Friends*, Pre-Primer (1934); *Little Friends at School*, Primer (1935), first half (Chicago: Rand, McNally & Company).

Stone and Hooe, *Webster Readers: Tom and Jip*, Pre-Primer (St. Louis: Webster Publishing Company, 1935).

Level III

Grady, Klapper, and Gifford, *Childhood Readers: Pets and Play Times*, Primer (New York: Charles Scribner's Sons, 1932).

English and Alexander, *Happy Hour Readers: Spot*, Pre-Primer; *Jo-Boy*, Primer (Richmond: Johnson Publishing Company, 1935).

Gehres, Ethel M., *Everyday Life Readers: Wag—A Friendly Dog*, Pre-Primer (1934); *Everyday Life*, Primer (Philadelphia: The John C. Winston Company, 1935).

Hahn, Julia L, *The Child Development Readers: Everyday Fun* Primer (Boston: Houghton Mifflin Company, 1935).

Hecox and Gareissen, *Good Companions: Our Pets*, Primer (New York: Newson & Company, 1933).

Bryce and Hardy, *Newson Readers: Playtime*, Primer (New York: Newson & Company, 1927).

Level IV

Walker and Summy, *The Study Readers: We Three*, Primer (New York: Charles E. Merrill Company, 1929).

Gecks, Skinner, and Withers, *Story and Study Readers: Play Fellows*, Primer (Richmond: Johnson Publishing Company, 1928).

Grady, Klapper, and Gifford, *Childhood Readers: City and Country*, First Reader (New York: Charles Scribner's Sons, 1932).

Hahn, Julia L., *The Child Development Readers: Everyday Friends*, First Reader (Boston: Houghton Mifflin Company, 1935).

English and Alexander, *Happy Hour Readers: Good Friends*, First Reader (Richmond: Johnson Publishing Company, 1935).

Dopp, Pitts, and Garrison, *Happy Road to Reading: Busy Days with Little Friends*, First Reader (Chicago: Rand, McNally & Company, 1935).

Smith, Nila B., *The Unit-Activity Reading Series: In City and Country*, First Reader (New York: Silver, Burdett and Company, 1935).

Level V

Bryce and Hardy, *Newson Readers: Good Times*, First Reader (New York: Newson & Company, 1927).

Gecks, Skinner, and Withers, *Story and Study Readers: Friends to Make*, First Reader (Richmond: Johnson Publishing Company, 1928).

Patch and Howe, *Nature and Science Readers*, Book One (New York: The Macmillan Company, 1932).

Hardy and Hecox, *Good Companions: Helpers*, First Reader (New York: Newson & Company, 1931).

Level VI

Grady, Klapper, and Gifford, *Childhood Readers: Stories for Every Day*, Second Reader (New York: Charles Scribner's Sons, 1933).

Dopp, Pitts, and Garrison, *Happy Road to Reading: Outdoors and In*, Second Reader (Chicago: Rand, McNally & Company, 1935).

Smith, Nila B., *The Unit-Activity Reading Series; Round About You*, Second Reader (New York: Silver, Burdett and Company, 1935).

Level VII

Lisson and Meader, *The Happy Childhood Readers: Alice and Billy*, Second Reader (Dansville, N.Y.: F. A. Owen Publishing Company, 1930).

Martin, *Real Life Readers: Tales and Travels*, Second Reader (New York: Charles Scribner's Sons, 1930).

Baker, Thorndike, and Batchelder, *Everyday Classics*, Second Reader (New York: The Macmillan Company, 1922).

Gecks, Skinner, and Withers, *Story and Study Readers: Trips to Take*, Second Reader (Richmond: Johnson Publishing Company, 1928).

Dressel, Veverka, and Robbins, *The Laidlaw Readers*, Book Two (Chicago: Laidlaw Brothers, 1928).

Harris, *Child Development Readers: Visits Here and There*, Second Reader (Boston: Houghton Mifflin Company, 1935).

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. In your experience and observation, to what extent has some definite plan been used in the classroom for adapting the material to the reading level of the child? Explain in detail how you have done so or observed it done.

2. Make suggestions for any needed changes in standards of attainment from level to level.

3. Do you find any book which you think is misplaced as to level?

4. Discuss the proposition that a child retarded more than one level in reading with reference to grade placement should not be promoted.

5. Explain any known ways in which reading related to activities helps to solve the problem of individual differences within the class.

6. Formulate a set of criteria or guides for the teacher to follow in determining whether or not a child shall be promoted.

7. Indicate the reasons for and against the postponement of instruction in beginning reading beyond low first grade.

8. Locate and report upon provisions in courses of study for instruction of children in reading according to the proper reading level regardless of the grade placement of the children.

CHAPTER III

A GRADED VOCABULARY FOR PRIMARY READING

Need for primary vocabulary by reading levels. Evidently, from decade to decade, new vocabulary lists are needed, because conditions of life change and because ten years' time results in a new crop of reading books in use in the schools. Furthermore, up to the present time we have not had standard vocabulary lists by reading levels. One distinctive feature of the vocabulary for primary reading contained herein is that the words are graded so that they may be arranged into lists according to reading levels.

Utilizing present usage. During the past ten years there has been an increasing tendency to base primary reading materials upon children's experiences and activities, and to use an increasing proportion of true-to-fact stories and informative material. Since the reading materials used most extensively in the primary grades are the graded series of reading books, the 2,000 words contained herein have been selected and graded to a considerable extent upon the basis of the range and order of appearance in widely used primers and first, second, and third readers. The rating in the Gates lists of 1926 and 1935 have been taken into consideration, because these lists are based to some extent upon word counts of children's books other than series of readers.

Reading levels as to difficulty of material. The history of graded series of readers reveals an increasing number of books or levels. The latest addition is the pre-primer. But a label of pre-primer, primer, or other level designation is no guarantee of a definite level of material as to difficulty, because comparative studies of the difficulty of primary reading books show that pre-primers vary widely in difficulty and likewise primers and first, second, and third readers vary widely as to difficulty. The most difficult primers are as difficult as the easiest first readers. It is hoped that this study may aid in bringing about a better standardization as to difficulty of reading books designed for use on a particular reading level.

As a result of a year and a half of cooperative endeavor with committees of teachers and with individual teachers in classrooms, eight reading levels with respect to difficulty of material from chart material to third readers inclusive have been identified, as outlined in Chapter II.

Most important 150 words for earliest book reading. Since teachers of beginning reading need to know which are the most important words for the earliest book reading, a special list of these words is included. It is, of course, not intended that any teacher would confine her instruction in beginning reading to these 150 words or that it would be necessary to introduce so many words before using the basic beginning book. The particular words and the number of them which beginners in reading should master during the pre-book period through functional and experience reading and through

systematically planned materials in the form of black-board reading, chart reading, and workbook or seatwork reading, will depend upon the method in use and upon the basic beginning book or books. But the mastery of these 150 words during the pre-book and early-book periods is an essential foundation to successful, joyful reading in books. This mastery should come as the result of much reading of simple stories and the use of a reasonable amount of workbook or seatwork material based largely upon these 150 words.

The data taken into consideration in selecting these words are given along with the list of words. The following is an explanation of the four columns of data:

1. The number in this column indicates the number of twelve pre-primers in which the word appears. The pre-primers included are as follows:

Clarence R. Stone and Dodie Hooe, *Tom and Jip*, The Webster Readers (St. Louis: Webster Publishing Company, 1935).

Clara Belle Baker, Mary Maud Reed, and Edna Dean Baker, *Playmates*, The Curriculum Readers (Indianapolis: The Bobbs-Merrill Company, 1934).

Katharine E. Dopp, May Pitts, and S. C. Garrison, *Little Friends*, Happy Road to Reading (Chicago: Rand, McNally & Company, 1934).

Elson and Gray, *Elson Basic Pre-Primer* (Chicago: Scott, Foresman and Company, 1930).

Cora M. Martin, *Bob and Baby Pony*, Real Life Readers (New York: Charles Scribner's Sons, 1934).

Suzzallo-Freeland-McLaughlin-Skinner, *First Steps*, Fact and Story Readers (New York: American Book Company, 1933).

Author unknown, *Spot*, Happy Hour Readers (Richmond: Johnson Publishing Company, 1935).

Nila B. Smith, *Tom's Trip*, The Unit-Activity Reading Series (New York: Silver, Burdett and Company, 1935).

William Dodge Lewis and Ethel Maltby Gehres, *Tots and*

Toys, The New Silent Readers (Philadelphia: The John C. Winston Company, 1931).

Ethel Maltby Gehres, *Wag—A Friendly Dog*, Everyday Life Readers (Philadelphia: The John C. Winston Company, 1934).

Julia Letheld Hahn, *Everyday Doings*, Child Development Readers (Boston: Houghton Mifflin Company, 1935).

Margaret L. White and Alice Hanthorn, *A Brief First Primer*, Do and Learn Readers (New York: American Book Company, 1932).

2. The number in this column indicates the number of twenty-nine primers in which the word appears. The primers included are in the list of books given on pages 54–57.

3. The rank of importance given to the word in this column was obtained from "A First-Grade Vocabulary Study," by Wheeler and Howell.¹ Because the Gates list (1926) was thought to be deficient in primary-reading source material of a recent date, the authors obtained a basic list of words found in ten primers and ten first readers and ranked the most important 453 of them according to their range and frequency of appearance. In this study as in others, a surprisingly large number of different words are used in the ten primers, a total of 1,139, and in the ten first readers, a total of 2,061.

The series of readers of which the primer and first reader in each case were used are as follows:

Clara B. Baker and Edna D. Baker, *Bobbs-Merrill Readers* (Indianapolis: Bobbs-Merrill Co., 1923 and 1924).

Emma Miller Bolenius, *The Boys' and Girls' Readers* (Boston: Houghton Mifflin Co., 1923).

Catherine T. Bryce and Rose Lees Hardy, *Newson Readers* (New York: Newson & Co., 1927).

¹ H. E. Wheeler and Emma A. Howell, "A First-Grade Vocabulary Study," *Elementary School Journal*, September, 1930.

Bessie Blackstone Coleman, Willis L. Uhl, and James Fleming Hoscic, *The Pathway to Reading* (New York: Silver, Burdett & Co., 1925).

Fannie Wyche Dunn, Franklin T. Baker, and Ashley H. Thorndike, *Everyday Classics* (New York: The Macmillan Co., 1922).

William H. Elson and Lura E. Runkel, *Child-Library Readers* (Chicago: Scott, Foresman & Co., 1923).

Frank N. Freeman, Grace E. Storm, Eleanor M. Johnson, and W. C. French, *Child-Story Readers* (Chicago: Lyons & Carnahan, 1927).

Mathilde C. Gecks, Charles E. Skinner, and John William Withers, *Story and Study Readers* (Richmond: Johnson Publishing Co., 1928).

Marjorie Hardy, *The Child's Own Way Series* (Chicago: Wheeler Publishing Co., 1926).

Mary E. Pennell and Alice M. Cusack, *The Children's Own Readers* (Boston: Ginn & Co., 1929).

4. The ranks of importance given to the word in column 4 is that assigned by Gates¹ in his 1926 list of 1,500 word meanings and in his 1935 list of 1,811 word forms. In the latter 1 means first 500, 2 second 500, 3 third 500, and 4 fourth 500. All of these 150 words are in the first 500 of the Gates 1935 list except *bow-wow*, *laugh*, *run*, *school*, and *what*. The word *school* is not in the new Gates list, evidently because of an error. Since it appears in nineteen of twenty-nine primers and in four of twelve pre-primers, it clearly should be in this list of 150 words. The other four words are in the second five hundred of the new Gates list, but their frequency of appearance in pre-primers and primers clearly indicates that they should be in this list of 150 most important words in beginning reading. Although Gates places *run* in the second 500, the writer believes most

¹ A. I. Gates, *A Reading Vocabulary for the Primary Grades* (New York: Bureau of Publications, Teachers College, Columbia University).

primary teachers would include it in this list of 150.

All of these 150 words are among the commonest thousand words in the spoken vocabulary of children up to and including six years of age, compiled by Ernest Horn,¹ except *bow-wow*, *he*, and *oh*, and all except *bow-wow* and *oh* are in the commonest thousand words spoken by children before entering first grade, as listed by The International Kindergarten Union.²

Of 123 words which Rickard³ found to be common to the Gates 1926 list and the thousand words most frequently used by kindergarten children, 97 are found in this list of 150 words beginning on the next page.

Bases of allocation of words to reading levels. In selecting and placing the 2,000 words according to reading levels, factors taken into consideration are (1) the range and order of appearance of words as new words in primers (or pre-primers of the same series) and in first, second, and third readers, a total of eighty-seven books; (2) the rank in the Gates 1926 and 1935 lists⁴; (3) the rank in the Wheeler-Howell list⁵; and (4) appearance among the commonest words in the spoken vocabulary of children up to and including six years of age. Such a plan takes into consideration both the frequency of use of each word and also the range of use

¹ National Committee on Reading, *The Twenty-fourth Yearbook of the National Society for the Study of Education, Part I* (Bloomington, Ill.: Public School Publishing Company, 1925), pp. 186-193 (Horn).

² Child Study Committee, *A Study of the Vocabulary of Children Before Entering the First Grade* (Washington, D. C.: The International Kindergarten Union—now Association for Childhood Education, 1928).

³ Garrett E. Rickard, "The Recognition Vocabulary of Primary Pupils," *Journal of Educational Research*, December, 1935, pp. 281-291.

⁴ *Op. cit.*

⁵ *Op. cit.*

MOST IMPORTANT 150 WORDS FOR BEGINNING READING

NOTE: For explanation of data see preceding pages.

Words	1	2	3	4
	No. of 12 Pre-Primers	No. of 29 Primers	Rank: Wheeler- Howell	Rank: Gates 1926-1935
a	11	29	3	30-1
after	2	21	156	371-1
all	2	25	47	17-1
am	3	27	48	54-1
and	10	28	5	174-1
apple	2	15	150	179-1
are	6	28	42	34-1
at	4	29	38	20-1
away	9	26	57	107-1
baby	7	25	145	84-1
back	0	19	136	141-1
ball	3	16	213	132-1
bed	1	17	134	78-1
big	7	28	33	39-1
bird	2	15	99	121-1
black	1	14	124	490-1
blue	2	14	181	148-1
bow-wow	8	22	402	666-2
boy	4	26	44	26-1
brown	1	19	184	286-1
but	1	26	55	206-1
by	0	18	84	71-1
call(ed)	0	19	121	116-1
came	3	25	32	118-1
can	5	26	27	130-1
cat	4	22	137	165-1
chair	1	20	182	218-1
children	0	19	81	193-1
come	8	27	40	39-1
could	2	18	93	330-1
cow	2	19	73	171-1
day	1	25	62	37-1
did	6	28	31	65-1
do	0	29	28	14-1
dog	7	26	83	75-1
doll	5	21	204	289-1
door	0	17	130	113-1
down	4	27	63	108-1
eat(ing)	2	22	72	50-1

Words	1 No. of 12 Pre-Primers	2 No. of 29 Primers	3 Rank: Wheeler- Howell	4 Rank: Gates 1926-1935
egg	1	19	168	124-1
fast	1	15	157	144-1
father	8	25	70	68-1
find	6	22	122	167-1
for	8	28	21	15-1
from	0	23	106	66-1
fun	3	20	347	291-1
gave	2	19	203	115-1
get	1	21	85	31-1
girl	3	24	90	57-1
give	3	21	87	43-1
go(ing)	4	28	24	19-1
good	6	28	64	187-1
green	2	17	241	235-1
had	4	24	51	42-1
has	1	22	135	56-1
have	3	26	43	38-1
he	5	28	8	7-1
help	2	16	141	103-1
hen	1	20	108	268-1
her	2	25	49	35-1
here	7	24	115	184-1
him	1	22	102	55-1
his	2	24	46	33-1
home	2	23	79	47-1
house	5	29	56	73-1
I	10	29	4	2-1
in	9	29	9	5-1
into	1	24	68	135-1
is	10	29	15	3-1
it	5	26	10	22-1
jump(ed)	5	22	138	229-1
laugh(ed)	5	19	163	436-2
like	4	27	75	85-1
little	9	29	7	138-1
look(ed)	3	28	59	90-1
made	4	20	94	48-1
make	4	26	66	11-1
man	2	25	54	28-1
may	1	21	105	72-1
me	5	29	29	23-1
milk	2	24	139	88-1

Words	1	2	3	4
	No. of 12 Pre-Primers	No. of 29 Primers	Rank: Wheeler- Howell	Rank: Gates 1926-1935
morning	3	24	107	196-1
mother	12	29	19	44-1
my	5	28	30	25-1
no	3	27	76	9-1
not	8	29	11	74-1
now	0	21	118	104-1
of	3	24	18	24-1
oh	7	21	91	279-1
on	3	29	20	8-1
one	3	29	26	12-1
out	3	26	39	80-1
pig	1	17	86	243-1
play(ing)	7	18	71	38-1
pretty	2	16	149	249-1
put	2	25	74	168-1
rabbit	6	23	80	288-1
ran	6	25	52	284-1
read	2	16	205	147-1
red	4	24	140	49-1
ride	3	17	245	209-1
run	9	26	95	40-2
said	9	26	6	145-1
saw	5	26	58	64-1
say(s)	6	18	92	76-1
school	4	19	176	125
see	8	28	45	18-1
she	4	26	17	53-1
sing	1	16	160	109-1
sleep	1	16	194	169-1
so	0	22	65	240-1
some	2	26	53	274-1
soon	1	19	119	189-1
stop	1	21	129	67-1
table	1	20	219	149-1
take	1	18	147	317-1
thank	4	23	143	326-1
that	0	23	34	97-1
the	12	29	1	1-1
them	1	23	35	61-1
then	2	26	41	485-1
there	0	22	50	219-1
they	6	27	16	51-1

Words	1 No. of 12 Pre-Primers	2 No. of 29 Primers	3 Rank: Wheeler- Howell	4 Rank: Gates 1926-1935
this	5	28	60	94-1
three	2	20	101	215-1
to	11	29	2	4-1
too	2	25	88	194-1
tree	1	21	110	69-1
two	2	24	100	32-1
under	0	19	180	159-1
up	5	27	37	45-1
us	2	16	127	59-1
very	0	16	113	182-1
walk	1	17	226	226-1
want(ed)	3	28	67	154-1
was	5	28	14	77-1
water	2	20	60	116-1
way	1	16	155	155-1
we	4	26	36	21-1
went	7	26	22	136-1
were	1	23	61	142-1
what	5	28	23	91-2
where	4	19	89	220-1
white	2	24	98	117-1
who	2	23	82	62-1
will	8	28	13	276-1
with	5	29	25	272-1
yes	3	22	114	6-1
you	9	29	12	6-1
your	1	26	69	41-1

with respect to books on a particular level and with respect to books on different levels. In some lists published, frequency has been over-weighted in comparison with range of use. In case the data would permit a word to be placed in either of two levels, difficulty with respect to phonics and meaning was considered.

In order to obtain a vocabulary to form the basis for a series of workbooks in phonics,¹ the author made a

¹ Clarence R. Stone, *Eye and Ear Fun*, Books I, II, III (St. Louis: Webster Publishing Company, 1933).

study of words appearing as new words in first, second, and third readers. The study of words appearing as new words in second readers has been published.¹ In connection with the construction of a new-type course of study by reading levels in a system of public schools, an extensive study of the appearance of words as new words in the pre-primers, primers, and first readers in use in that school system was made. The data for sixteen second readers were already available. A study was also made of all the third readers for which the list of new words was available, seven in number. To this study have been added data for seven primers, six first readers, four second readers, and four third readers of more recent publication.

The following is a complete list of all books used in the tabulation of data, consisting of twenty-nine primers, twenty-seven first readers, twenty second readers, and eleven third readers:

Clara B. Baker and Edna D. Baker, *Bobbs-Merrill Readers*, Primer and First Reader (Indianapolis: The Bobbs-Merrill Company, 1923, 1929).

Emma Miller Bolenius, *Bolenius Readers*: Primer (*Tom and Betty*), First Reader (*Animal Friends*), Second Reader (*Happy Days*) (Boston: Houghton Mifflin Company, 1930).

Julia Letheld Hahn, *Child Development Readers*, Primer (*Everyday Fun*), First Reader (*Everyday Friends*) (Boston: Houghton Mifflin Company, 1935).

B. R. Buckingham and Bertha H. Buckingham, *The Children's Bookshelf*, Pre-Primer (*Let's Play*), Primer (*Play Days*), First Reader (*Playing Together*), Third Reader (*The Great Idea*) (Boston: Ginn and Company, 1934).

Mary E. Pennell and Alice M. Cusack, *The Children's Own Readers*, Primer (*Friends*), Book One, Book Two, Book Three (Boston: Ginn and Company, 1921).

¹ Clarence R. Stone, "The Second-Grade Reading Vocabulary," *Elementary School Journal*, January, 1935.

Marjorie Hardy, *The Child's Own Way Series*, Primer (*Wag and Puff*), First Reader (*Surprise Stories*) (Chicago: Wheeler Publishing Company, 1926).

William E. Grady, Paul Klapper, Jane C. Gifford, *Childhood Readers*, Primer (*Pets and Play Times*), First Reader (*City and Country*), Second Reader (*Stories for Every Day*), Third Reader (*Children Near and Far*) (New York: Charles Scribner's Sons, 1932, 1932, 1933, 1934).

Frank N. Freeman, Grace E. Storm, Eleanor M. Johnson, and W. C. French, *Child-Story Readers*, Primer, First, Second Readers (Chicago: Lyons and Carnahan, 1927).

Edith Hope Ringer and Lou Chase Downie, *Citizenship Readers*, Primer (*Home*), Book One (*City and Country*) (Philadelphia: J. B. Lippincott Company, 1930).

Clara Belle Baker, Mary Maud Reed, and Edna Dean Baker, *The Curriculum Readers*, Pre-Primer, Primer, First, Third Readers (Indianapolis: The Bobbs-Merrill Company, 1934).

Margaret L. White and Alice Hanthorn, *Do and Learn Readers*, A Brief First Primer (1932), Primer (*Boys and Girls at Work and Play*), First Reader (*Our Friends at Home and School*) (New York: American Book Co., 1930).

William E. Elson and William S. Gray, *The Elson Basic Readers*, Pre-Primer, Primer, Book One, Book Two, Book Three (Chicago: Scott, Foresman and Company, 1930).

Fanny Wyche Dunn, Franklin T. Baker, and Ashley H. Thorndike, *Everyday Classics*, Primer, Second Reader (New York: The Macmillan Co., 1923).

Ethel Maltby Gehres, *Everyday Life Readers*, Pre-Primer (*Wag—A Friendly Dog*), Primer (Philadelphia: The John C. Winston Company, 1934, 1935).

Henry Suzzallo, George E. Freeland, Katherine L. McLaughlin, and Ada M. Skinner, *Fact and Story Readers*, Pre-Primer (1933), Primer, First, Second Readers (New York: American Book Company, 1930).

Geneva Johnston Hecox and Mariana Cobb Gareissen (Primer); Rose Lees Hardy and Geneva Johnston Hecox (First Reader): *Good Companions*, Primer (*Our Pets*); First Reader (*Helpers*) (New York: Newson & Co., 1933, 1931).

Mildred English, Thomas Alexander, *Happy Hour Readers*, Pre-Primer (*Spot*), Primer (*Jo-Boy*), First Reader (*Good Friends*), Second Reader (*Wheels and Wings*), Third Reader (*Wide Windows*) (Richmond: Johnson Publishing Company, 1935).

Katharine E. Dopp, May Pitts and S. C. Garrison, *Happy Road to Reading*, Pre-Primer (*Little Friends*), Primer (*Little*

Friends at School), First Reader (*Busy Days with Little Friends*), Second Reader (*Outdoors and In*), Third Reader (*Now and Long Ago*) (Chicago: Rand, McNally & Company, 1934, 1935).

Isa L. Wright, *Having Fun*, a primer (Boston: Houghton Mifflin Company, 1929).

Isobel Davidson and Charles J. Anderson, *The Lincoln Readers*, Primer, First, Second Readers (Chicago: Laurel Book Company, 1926).

Ruth Thompson, Harry Bruce Wilson, and G. M. Wilson, *The Modern School Readers*, Primer (San Francisco: Harr Wagner Publishing Company, 1924).

William Dodge Lewis and Ethel Maltby Gehres, *The New Silent Readers*, Primer (*Pets and Playmates*), First Reader (*Growing Up*) (Philadelphia: The John C. Winston Company, 1931).

Elma A. Neal and Ollie Perry Storm, *The Open Door*, Primer, First Reader (New York: The Macmillan Company, 1927).

Bessie Blackstone Coleman, Willis L. Uhl, James Fleming Hosc, *The Pathway to Reading*, Primer, First, Second Readers (New York: Silver, Burdett and Company, 1925).

Matilda Srager and William Rabenort, *Rainbow Readers*, First Reader (Evanston, Illinois: Row, Peterson and Company, 1931).

Cora M. Martin and Patty Smith Hill, *Real Life Readers*, Primer (*At the Farm*), First Reader (*At Home*), Second Reader (*Tales and Travels*) (New York: Charles Scribner's Sons, 1930).

Guy Thomas Buswell and William Henry Wheeler, *The Silent Reading Hour*, Second Reader (Chicago: Wheeler Publishing Company, 1926).

Ida Coe and Alice Christie Dillon, *Story Hour Readers*, Second Reader (New York: American Book Company, 1923).

Mathilde C. Gecks, Charles E. Skinner, and John W. Withers, *Story and Study Readers*, Second Reader (Richmond: Johnson Publishing Company, 1928).

F. J. Prout, Emeline Baumeister, and Helen Renner, *Thought Test Readers*, Primer, Book One (Lincoln: The University Publishing Company, 1924, 1926).

Mabel Guinnip LaRue, *Under the Story Tree*, a first reader (New York: The Macmillan Company, 1923).

Nila Banton Smith, *The Unit-Activity Reading Series*, Pre-Primer (*Tom's Trip*), Primer (*At Home and Away*), First Reader (*In City and Country*), Second Reader (*Round About You*), Third Reader (*Near and Far*) (New York: Silver, Burdett and Company, 1935).

Clarence R. Stone and others, *The Webster Readers*, Pre-Primer (*Tom and Jip*) (1935), Primer (*Tom, Jip, and Jane*), First Reader (*Easy New Stories*), Second Reader (*Joyful Reading*), Third Reader (*New Trails in Reading*) (St. Louis: Webster Publishing Company, 1932).

Arthur I. Gates and Miriam B. Huber, *The Work-Play Books*, Primer (*Peter and Peggy*), First Reader (*Round the Year*), Second Reader (*Friendly Stories*), Third Reader (*Make and Make-Believe*) (New York: The Macmillan Company, 1930).

Two thousand words allocated to eight reading levels: Grades 1, 2, 3. The table below gives the number of words allocated to each of the reading levels together with an explanation of the reading levels. Since the words for Level I depend upon the vocabulary of the basal beginning book, no attempt has been made to assign words to Level I. By "reader" is meant any reading book used for group instruction. The number of new words increases from level to level according to the rate at which children learn words and according to the tendency in school readers, as shown in Table I and in Figure 4.

TABLE I. SHOWING THE NUMBER OF WORDS
ASSIGNED TO EACH READING LEVEL

Level	Explanation	No. New Words	Total No. Words
I	Pre-book stage		
II	Easy pre-primers, first half of easy primers	150	150
III	Difficult pre-primers, second half of easy primers, first half of the more difficult primers		
IV	Upper part of difficult primers and easy first readers	100	250
V	The more difficult first-reader material	150	400
VI	The easier second-reader material	210	610
VII	The more difficult second-reader material	350	960
VIII	Easy third-reader material	485	1445
		555	2000

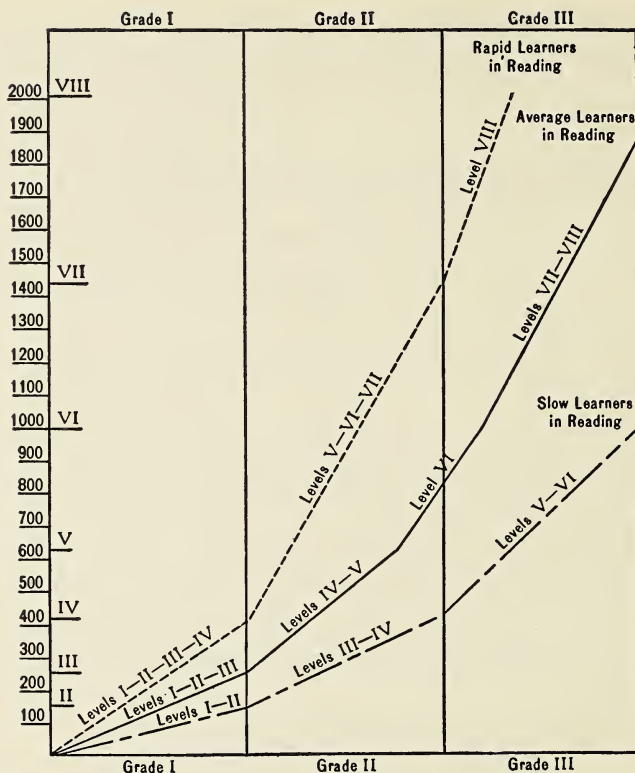


FIG. 4.—Showing basic vocabulary growth by reading levels and grades for rapid learners, average learners, and slow learners.

Vocabulary growth. Figure 4 shows probable growth curves for the basic vocabulary in *A Graded Vocabulary for Primary Reading*. The gradation is based upon the premises that requirements for the first grade should be kept low, that there should be increased rate of vocabulary growth from level to level, that the rate of growth increases from grade to grade, and that different groups will progress at different rates. Some supplemental words will be acquired, of course, through use as needed in certain types of reading.

The growth curves in Figure 4 make evident the fact that until just recently courses of study and basal series of readers have been better suited to rapid learners in reading than to average or slow ones. The construction of series of primary books even simpler than those beginning to appear in 1930 and interesting to the slow learner in reading is still an important matter.

Values and uses of a graded primary vocabulary. Children who become retarded in reading in the first three grades have nearly always had difficulty in acquiring a reading vocabulary, and one very important factor involved has been the use with such pupils of reading material containing too many word difficulties. With children who experience difficulty in ready word recognition, constituting from one-fourth to one-half of the total, the use of highly interesting material with a minimum of word difficulties, introducing very gradually words of the greatest value in the present and immediate future reading of the children, is of the greatest importance. This standard graded vocabulary list will be invaluable to authors and teachers in constructing reading materials of various types, including reading tests, carefully graded with respect to vocabulary.

This standard vocabulary will also be of value to those concerned with selecting reading materials for use under conditions making a controlled vocabulary important.

In planning special exercises and lessons in phonics and visual perception and analysis of word forms, this vocabulary list will be found to be a valuable source of reference. Known base forms for use in teaching derived or variant forms and developing ability to see the base form within the derived form may be easily selected.

In planning lessons in phonics, known words for use in deriving the sound of a certain letter or letter combination may be easily found; likewise words which contain the new phonetic element and which are likely to be met in the near-future reading may easily be located.

It is not intended that the words shall be used for non-intrinsic word practice or drill. Authorities in primary reading generally agree that mere drill upon isolated words and phrases has little or no value.

Explanation of the list of two thousand words. As a rule, the words listed are the base forms unless a derived form is more commonly used. In the main, the frequency of appearance of the base form and simple derivatives were combined. The more frequently appearing derivatives in these cases are indicated by placing the ending in parentheses following the base form. Obviously the rules for listing will vary somewhat from the lower levels to the higher levels.

In the list that follows, the 2,000 words are arranged alphabetically. Following each word is given the reading level to which the word has been assigned and the data upon which this assignment is based.

In a separate booklet¹ the 2,000 words are printed in seven lists. The first list contains the 150 words for Levels I and II. Each succeeding list is cumulative, containing both the new words of the next higher level and the words of the preceding levels. The last list, consequently, is the complete alphabetical list of the 2,000 words, and in this list the level for each word is indicated. In each list beyond the first one the new words for the level are starred.

¹ *A Graded Vocabulary for Primary Reading* by Clarence R. Stone (St. Louis: Webster Publishing Company, 1936).

WORD LIST WITH DATA UTILIZED IN SELECTING AND GRADING

A GRADED VOCABULARY

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For explanation of data see pages:

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1	2	3	4	5	6	7	8	9	10
Words	Reading Level	No. of 29 Primers New Word	No. of 27 First Rds. New Word	No. of 20 Second Rds. New Word	No. of 11 Third Rds. New Word	Rank: Gates 1926-1935	Rank: Wheeler-Howell	In Spoken-Word Lists	
								Horn's	Kg.
a	I-II	29	1	0	0	30-1	3	*	✓
able	VIII	0	2	8	6	1443-3	—		
about	IV	9	17	1	0	204-1	170	*	✓
above	VII	0	2	7	5	1073-2	—		✓
acorn	VII	0	3	2	2	4	—		
across	V	0	9	6	0	668-2	—	*	✓
act	VIII	1	0	1	5	834-3	—	*	
add	VII	0	0	5	2	1329-3	—		
afraid	V	6	10	6	0	1001-2	274	*	✓
after	I-II	20	8	0	0	370-1	156	*	✓
afternoon	VI	0	5	9	4	952-2	—		✓
afterward	VIII	0	0	2	5	1376-2	—	*	
again	III	15	13	0	0	214-1	132		✓
against	VII	0	2	10	4	644-2	—		
ago	VI	0	2	12	2	1291-3	—		✓
agree	VIII	0	0	4	4	3	—	*	✓
ah	VIII	0	0	4	5	—	—		
ahead	VII	0	3	4	4	3	—	*	✓
air	VI	0	10	11	2	506-2	—	*	✓

1	2	3	4	5	6	7	8	9	10
airplane	IV	5	6	2	2	798-2	—	*	✓
alarm	VIII	0	3	1	3	4	—		
alike	VII	0	1	4	2	3	—		✓
alive	VIII	0	1	5	5	3	—		
all	I-II	25	1	0	0	17-1	47	*	✓
allow(ed)	VII	0	0	5	4	3	—		
almost	VI	1	5	12	1	661-2	—	*	✓
alone	VI	1	6	10	2	851-2	—	*	✓
along	V	3	11	5	0	777-2	266	*	✓
aloud	VIII	0	0	1	4	4	—		
already	VIII	0	0	4	5	1191-3	—	*	✓
also	VII	0	0	8	5	1204-2	—	*	✓
although	VIII	0	0	4	4	4	—		
always	IV	6	10	4	0	312-1	—	*	✓
am	I-II	27	1	0	0	54-1	48	*	✓
America	VIII	0	2	5	7	2	—		
American(s)	VIII	0	0	2	2	—	—	*	
among	VII	0	2	2	5	1091-2	—		
amusing	VIII	0	0	13	4	—	—		
an	III	10	16	2	0	63-1	227	*	✓
and	I-II	28	0	0	0	174-1	5	*	✓
angry	VII	0	0	8	4	2	—		
animal(s)	IV	4	14	2	0	858-1	281	*	✓
another	V	6	13	2	0	680-1	248	*	✓
answer	V	2	8	7	4	1038-1	385		
ant	VII	0	1	6	3	707-2	—		
any	V	2	13	3	0	122-1	291	*	✓
anybody	VIII	0	0	2	3	—	—	*	✓
anyone	VII	0	0	5	0	3	—		

1	2	3	4	5	6	7	8	9	10
anything	VI	2	6	8	0	1028-1	436	*	✓
anywhere	VII	0	0	7	0	3	—		
apart	VIII	0	1	2	6	—	—		
appear(ed)	VIII	0	0	2	4	4	—		
apple(s)	I-II	15	8	1	0	179-1	150	*	✓
April	VIII	0	2	0	3	4	—		
apron	VII	1	2	5	4	492-1	—	*	✓
are	I-II	28	1	0	0	34-1	42	*	✓
arm	IV	6	10	5	1	275-1	412	*	✓
army	VIII	0	0	2	3	—	—		
around	III	8	13	0	0	258-1	195	*	✓
arrive	VIII	0	1	3	6	—	—		
arrow(s)	VII	0	2	6	5	1084-3	—	*	✓
as	III	9	12	0	0	329-1	117		
ashamed	VIII	0	0	4	2	3	—		
ashes	VIII	0	0	5	3	—	—		
aside	VIII	0	0	3	1	3	—		
ask(ed)	IV	11	17	1	1	266-1	207	*	✓
asleep	III	12	5	6	0	746-1	260	*	✓
at	I-II	29	0	0	0	20-1	38	*	✓
ate	III	15	8	1	1	262-1	233	*	✓
attic	VII	0	0	4	2	3	—		
August	VIII	0	0	1	3	4	—		
aunt (ie)	VI	0	0	8	2	821-2	—	*	✓
automobile	V	4	8	6	2	838-2	—	*	✓
autumn	VIII	0	1	3	5	—	—		
awake	VII	1	2	5	3	2	—	*	✓
away	I-II	26	2	0	0	107-1	57	*	✓
awful	VIII	0	0	3	1	—	—	*	✓

1	2	3	4	5	6	7	8	9	10
awoke	VII	0	2	4	2	961-2	—		
ax	VII	0	0.	5	2	548-2	—		
baa	III	6	4	0	0	2	418	*	✓
babies	V	1	6	0	0	1	—	*	✓
baby	I-II	25	7	0	0	84-1	145	*	✓
back	I-II	19	8	0	0	141-1	136		
backward	VIII	0	0	4	3	4	—		
bad	VI	2	4	8	2	305-1	—	*	✓
bag	IV	4	9	3	1	335-1	318	*	✓
bake	V	1	5	4	0	1231-3	—	*	
baker	VI	4	2	9	0	3	—		
ball	I-II	16	9	3	0	132-1	213	*	✓
balloon	IV	4	6	3	1	659-1	343	*	✓
banana	VII	0	3	2	2	640-2	—	*	
band	V	2	6	5	2	950-2	—	*	
bang	VII	0	4	7	5	2	—	*	✓
bank	VI	2	5	10	4	890-2	—		
bare	VII	1	2	5	4	3	—		
bark	V	6	9	9	0	613-1	419	*	✓
barn	III	11	10	2	1	538-1	252		
barnyard	VII	1	2	3	1	3	—		
barrel	VII	1	1	4	5	3	—		
basket	V	6	10	8	0	503-2	427	*	✓
bat	VII	1	1	4	1	3	—	*	
bath	VI	1	3	3	1	484-1	—	*	✓
bathe	VII	0	2	4	2	3	—	*	
be(ing)	III	15	10	1	0	16-1	97	*	✓
beach	VII	0	2	7	1	3	—		

1	2	3	4	5	6	7	8	9	10
bead	VIII	0	0	2	4	1256-3	—	*	✓
bean	VI	0	3	9	3	1221-3	—	*	
bear	III	9	13	1	0	150-1	109	*	
beast	VIII	0	0	5	5	3	—	*	✓
beat	VI	2	4	4	4	916-2	—		
beautiful	V	1	11	6	1	726-1	229		
became	VII	0	1	8	2	3	—		
because	V	2	9	10	1	393-1	437	*	✓
become	VIII	0	0	5	4	1132-2	—	*	✓
bed	I-II	17	6	2	0	78-1	134	*	
bedroom	VII	1	0	4	1	3	—	*	
bee(s)	IV	7	5	5	1	446-1	377	*	✓
been	IV	6	9	5	0	296-1	228	*	
beet	VII	0	1	3	0	1497-3	—	*	✓
before	IV	3	11	6	0	310-1	—	*	
beg	VII	2	0	7	7	3	—		
began	IV	10	13	2	1	978-1	191	*	
begin	VI	0	3	9	4	708-1	—	*	
behind	V	5	7	7	2	576-2	268	*	
believe	VII	0	0	11	4	1279-3	—	*	
bell	III	9	7	7	1	244-1	223	*	✓
belong	VII	0	2	6	5	3	—	*	
below	VII	0	0	8	4	1373-2	—	*	
bench	VIII	0	0	3	5	3	—		
bend	VIII	0	0	2	3	3	—		
beneath	VIII	0	1	2	2	4	—		
bent	VIII	0	0	3	3	—	—		
berries	VII	0	2	9	5	—	—	*	
beside	VI	1	5	11	1	785-2	—	*	

1	2	3	4	5	6	7	8	9	10
best	V	7	12	4	1	260-1	—	*	✓
better	V	1	11	8	3	332-1	—	*	✓
between	VII	0	0	9	4	716-2	—		
beyond	VIII	0	0	5	8	3	—		
bicycle	VIII	1	1	1	3	900-2	—	*	✓
big	I-II	28	1	0	0	39-1	33	*	✓
bigger	V	2	6	1	0	2	—	*	✓
biggest	VI	1	4	3	0	3	—		
bill	VI	1	5	8	3	1036-2	—	*	
bird	I-II	15	10	1	1	121-1	99	*	✓
birdie	V	0	3	0	0	441-1	—		
birthday	IV	7	8	2	1	375-1	378	*	✓
bit	VI	1	3	11	2	762-2	—	*	✓
bite	VI	0	6	7	6	1066-2	—	*	✓
bitter	VIII	0	0	1	3	4	—		
black	I-II	14	10	1	0	490-1	124	*	✓
blackberry(ies)	VI	0	2	2	0	4	—		
blackbird	VI	2	0	3	2	663-2	—	*	
blackboard	IV	1	4	1	0	2	—		
blade	VIII	0	1	2	2	—	—		
blame	VIII	0	0	1	2	4	—	*	✓
blanket	VIII	0	0	2	3	3	—		
bless(ed)	VIII	0	0	4	1	3	—		
blew	V	3	9	2	0	1332-3	297		
blink	VIII	0	1	3	4	3	—	*	✓
block	VI	2	4	7	2	543-2	—		
bloom	VIII	0	2	1	4	3	—		
blossom	VIII	0	0	3	4	1470-3	—		
blow	V	3	11	1	2	597-2	249	*	✓

1	2	3	4	5	6	7	8	9	10
blue	I-II	14	8	1	0	148-1	181	*	✓
bluebird	V	0	3	2	1	389-1	—	*	✓
board(s)	V	1	5	1	2	1129-2	—	*	✓
boat	V	4	8	3	3	208-1	370	*	✓
body	VII	0	0	7	5	618-2	—	*	
boil	VIII	0	3	2	7	3	—	*	
bone	VII	3	3	5	3	1481-3	—	*	
bonnet	VII	1	0	3	0	1059-3	—	*	
book	III	7	11	6	1	83-1	—	*	✓
boot(s)	VII	0	3	5	2	3	—		
born	VII	0	1	5	2	1414-3	—		
both	VI	2	6	5	3	455-1	371	*	✓
bottle	VII	2	2	5	3	1088-2	—	*	✓
bottom	VI	0	2	12	2	1313-2	—	*	✓
bought	VI	2	8	8	2	1223-2	—	*	✓
bounce(d)	VIII	1	0	2	3	3	—		
bounded	VIII	0	0	3	5	3	—		
bow	VI	3	6	6	6	449-1	—	*	✓
bowl	IV	6	5	6	1	477-1	246		
bow-wow	I-II	22	1	0	0	666-2	402		
box(es)	III	12	9	6	1	225-1	361	*	✓
boy	I-II	26	1	0	0	26-1	44	*	✓
branches	VI	1	3	14	4	1187-2	—		
brass	VIII	0	2	4	4	3	—		
brave	VI	0	1	10	3	1356-2	—		
bread	III	12	8	2	0	158-1	220	*	✓
break	VII	0	5	6	7	1085-2	—	*	✓
breakfast	IV	8	8	2	1	571-1	386	*	✓
breast	VI	0	4	4	1	3	—	*	

1	2	3	4	5	6	7	8	9	10
breath	VII	0	0	7	3	3	—		
breathe	VIII	0	1	0	5	3	—	*	✓
breeze	VIII	0	0	3	7	—	—	*	
brick	VII	0	0	6	5	1051-2	—		
bridge	VII	1	6	7	5	800-2	—		
brier	VII	1	0	3	0	—	—		
bright	V	0	11	8	2	437-1	393		
bring	III	8	9	7	1	161-1	351		
broke	V	2	4	5	0	1491-3	—	*	✓
broken	VI	1	4	4	4	1331-2	—	*	✓
brook	VI	2	5	9	2	1261-3	—	*	✓
broom	VII	1	2	4	2	456-1	—		
brother	V	5	7	11	1	199-1	428	*	✓
brought	VI	3	8	12	0	975-2	—	*	✓
brown	I-II	19	4	3	0	286-1	184	*	✓
brownie(s)	VI	1	3	4	1	3	—		
brush	V	5	4	4	3	1074-3	—	*	✓
bucket	VII	0	2	3	1	3	—		
bug	V	1	6	6	2	727-2	—		
build(ing)	VI	1	7	10	2	570-2	—	*	✓
built	VII	1	1	6	3	1269-3	—	*	✓
bumblebee	VII	1	0	5	0	3	—	*	✓
bump	IV	3	3	2	1	772-2	—	*	
bunch	VIII	0	1	1	4	1495-3	—	*	
bundle	VII	0	2	2	8	4	—		
bunny	V	2	6	2	0	3	—	*	✓
burn	VII	0	3	9	5	801-2	—		
burst	VII	0	1	7	6	3	—		
bus	VII	2	3	3	2	2	—		

1	2	3	4	5	6	7	8	9	10
bush(es)	VI	1	4	10	4	1468-3	—	*	✓
business	VIII	0	0	3	3	1492-3	—	*	✓
busy	VI	2	8	7	3	879-2	—	*	✓
but	I-II	26	1	0	0	206-1	55	*	✓
butter	III	7	6	8	2	376-1	—	*	✓
butterfly(ies)	VI	1	1	4	2	428-1	—	*	✓
button(s)	VII	0	3	8	3	3	—	*	✓
buy	III	9	8	5	1	177-1	352	*	✓
buzz	VI	2	4	5	2	611-2	—	*	✓
by	I-II	18	8	1	0	71-1	84	*	✓
cabbage	VI	2	4	5	2	1069-3	—	*	
cabin	VIII	0	0	5	5	3	—	*	
cackle(ing)	VII	1	0	4	1	2	—	*	
cage	V	1	7	3	3	907-2	438	*	✓
cake	III	14	5	2	0	164-1	200	*	✓
calf	V	3	7	2	0	601-2	—	*	
call(ed)	I-II	19	10	0	0	116-1	121	*	✓
came	I-II	25	2	0	0	118-1	32	*	✓
camel	VI	0	4	3	3	—	—	*	
camp	VII	1	1	6	2	1253-1	—	*	✓
can	I-II	27	1	0	0	130-1	27	*	
candle	VI	3	4	7	3	1105-2	—	*	✓
candy	IV	5	6	7	2	386-1	—	*	
cannot	VI	1	2	4	0	598-2	—	*	
canoe	VIII	0	0	2	2	1110-3	—	*	
can't	VI	1	6	7	0	947-2	—	*	✓
cap	V	5	9	7	1	323-1	387	*	✓
cape	VIII	0	0	0	2	1322-3	—	*	✓

1	2	3	4	5	6	7	8	9	10
captain	VII	0	2	6	4	1263-3	—	*	✓
car	III	12	9	4	1	228-1	321	*	
card	VII	1	2	6	3	1056-2	—	*	✓
care	V	2	13	8	1	417-2	—	*	✓
careful	VII	0	0	10	3	1076-2	—	*	
carefully	VIII	0	1	6	2	2	—		
careless	VIII	0	0	2	3	—	—		
carpenter	VII	1	1	3	2	3	—		
carriage	VIII	0	1	4	6	4	—	*	
carried	VI	3	5	9	2	4	—	*	✓
carrot	VI	2	6	5	3	1125-2	—	*	✓
carry	IV	5	6	2	0	475-1	353	*	
cart	VII	1	3	7	6	850-2	—	*	
carve(d)	VIII	0	0	1	5	—	—		
case	VIII	0	0	3	3	1450-3	—		
castle	VIII	0	1	6	7	—	—		
cat	I-II	22	3	0	0	165-1	137	*	✓
catch	III	13	11	4	2	654-2	178	*	✓
caterpillar	VIII	0	0	4	4	656-4	—		
cattle	VII	0	1	4	4	4	—		
caught	V	3	10	7	1	1068-2	—	*	✓
cave	VII	0	1	6	3	1213-3	—		
caw	VIII	0	0	3	3	—	—		
ceiling	VII	0	0	5	2	3	—		
cellar	VII	0	3	7	3	3	—		✓
cent	VI	1	5	4	3	481-1	—	*	✓
center	VII	0	0	6	2	3	—	*	
certain(ly)	VIII	0	1	5	5	1458-3	—	*	✓
chain	VIII	0	0	6	6	3	—	*	✓

1	2	3	4	5	6	7	8	9	10
chair(s)	I-II	20	3	4	1	218-1	182	*	✓
change	VIII	0	0	3	7	4	—	*	
change(d)	VII	0	2	9	4	621-2	—	*	
chap	VII	0	0	3	0	4	—	*	
chase(d)	VIII	0	1	4	4	1150-3	—		
chatter	VIII	0	0	2	5	—	—		
cheek	VI	0	1	11	4	2	—		
cheer(y)	VII	0	0	6	3	4	—		
cheerful	VII	0	0	6	4	3	—		
cheese	VI	0	3	6	1	749-2	—	*	
cherry	VIII	0	3	1	2	995-2	—	*	
cherries	VIII	0	2	3	1	2	—		
chest	VIII	0	0	1	3	—	—		
chew(ed)	VIII	0	0	3	3	—	—		
chick(s)	III	9	4	0	0	382-1	307		✓
chicken(s)	IV	8	11	4	0	486-1	234	*	
chief	VIII	0	2	2	6	—	—		
child	VI	1	3	6	3	454-1	420	*	✓
children	I-II	19	7	0	1	193-1	81	*	✓
chimney	VII	1	3	8	3	1430-3	—	*	✓
chin	VIII	0	1	3	3	2	—	*	
chirp	VII	1	0	3	1	3	—		
chocolate	VIII	0	2	1	3	704-2	—		
choose	VII	1	5	7	6	3	—	*	
chop	VIII	0	0	1	7	1483-3	—	*	
chose	VII	0	3	5	1	3	—		
chosen	VIII	0	0	2	4	3	—		
Christmas	III	10	7	8	0	221-1	187	*	✓
church	VII	1	1	6	6	843-2	—	*	✓

1	2	3	4	5	6	7	8	9	10
circle	VII	0	0	7	4	3	—	*	✓
circus	V	2	9	5	0	604-2	—	*	✓
city	VI	3	6	8	1	427-1	—		
clang	VII	0	2	5	1	981-2	—		
clap(ped)	V	3	8	8	1	685-2	—	*	
class	VII	0	0	4	2	745-2	—	*	
clatter(ed)	VIII	0	0	1	7	—	—		
claw(s)	VII	0	1	8	1	1227-2	—		
clay	VI	1	2	3	2	537-2	—	*	✓
clean	V	9	8	12	2	277-1	—	*	✓
clear	VIII	0	1	5	6	1290-3	—		
clever	VIII	0	0	7	6	4	—		
climb	V	2	16	7	0	387-1	—	*	✓
cloak	VIII	0	0	2	2	—	—		
clock	V	1	9	5	2	487-1	—	*	✓
close(d)	VII	3	1	8	3	234-1	—	*	✓
cloth	VI	2	5	9	4	913-2	—	*	✓
clothes	VI	1	3	14	2	1032-2	—	*	✓
cloud	VI	0	7	3	5	895-2	—	*	✓
clover	VIII	0	0	2	3	1284-3	—		
clown	V	3	7	3	0	2	—		
club	VIII	0	1	3	3	3	—		
cluck	III	9	7	1	2	650-2	261		
coach	VIII	0	0	3	3	—	—	*	✓
coal	VII	0	4	7	3	735-2	—		
coast	VII	0	0	3	2	—	—		
coat	VIII	7	12	1	1	157-1	202	*	✓
coax	IV	0	0	3	2	4	—		
cock-a-doodle-doo	VIII	0	0	3	1	—	—		
	III	5	3	0	1	—	—		

1	2	3	4	5	6	7	8	9	10
cocoa	VI	0	1	3	0	550-2	—	*	✓
coffee	VII	0	3	2	1	1331-3	—	*	✓
cold	IV	7	12	4	1	106-1	354	*	✓
collar	VIII	1	1	1	5	1305-3	—	*	✓
color(ed)	IV	4	12	6	1	232-1	—	*	✓
colt	V	1	2	1	0	1478-3	—		
comb(ed)	VII	3	1	4	2	771-2	—	*	✓
come	I-II	27	1	0	0	29-1	40	*	✓
coming	III	10	4	1	0	645-2	230	*	✓
comfort	VIII	0	0	1	4	—	—		
comfortable	VIII	0	0	2	5	—	—		
command	VIII	0	0	1	3	1437-3	—	*	
company	VIII	0	0	1	2	3	—	*	
conductor	V	3	5	3	2	—	—		
content(ed)	VIII	0	1	2	3	—	—		
coo	VII	0	1	4	0	3	—		
cook	V	2	10	4	1	423-1	—	*	✓
cooky(ies)	VI	3	1	7	0	472-1	—	*	✓
cool	VI	2	5	5	0	2	—		
copper	VIII	0	0	7	4	—	—		
corn	IV	6	9	1	4	162-1	292	*	✓
corner	VI	0	8	10	0	1058-2	—	*	✓
cost	VII	0	2	4	3	1363-3	—	*	
cottage	VII	0	0	8	7	3	—		
cotton	VIII	0	2	2	4	1380-3	—		
could	I-II	18	10	0	0	330-1	93	*	✓
count(ed)	V	3	9	6	2	315-1	—	*	✓
country	V	2	13	9	2	874-2	—	*	✓
course	VII	0	0	7	3	1118-3	—	*	✓

1	2	3	4	5	6	7	8	9	10
court	VIII	0	0	1	2	1142-3	—	*	✓
cousin	VII	0	4	7	6	1498-3	—	*	✓
cover(ed)	VI	2	6	14	3	513-2	—	*	✓
cow	I-II	19	8	1	0	171-1	73	*	✓
cozy	VIII	0	0	3	3	—	—		
crab	VII	0	0	4	0	4	—		
crack(ed)	VI	0	6	10	3	3	—		
cracker	VI	0	3	3	1	504-2	—	*	✓
crash	VIII	0	0	4	3	3	—	*	
crawl(ed)	VI	1	4	7	2	3	—	*	✓
cream	VI	3	4	9	1	1270-3	—		
creature	VIII	0	1	2	6	4	—		
creep(ing)	VI	1	0	9	3	1347-3	—		
crept	VII	0	2	6	4	1267-3	—		
crib	VIII	0	0	2	2	—	—		
cried	IV	7	13	1	0	857-2	133		
crocodile	VIII	0	0	3	3	4	—		
crooked	VII	0	1	3	2	—	—	*	
cross(ed)(ing)	V	0	12	7	2	422-2	—	*	✓
crow	VI	2	4	7	5	705-2	—		
crowd(ed)	VIII	0	1	4	5	1339-2	—		
crown	VIII	1	3	3	5	3	—		
cruel	VIII	0	0	4	5	3	—		
crumb	VII	0	4	6	2	3	—	*	✓
cry	III	9	9	3	0	254-1	298		
cub	VIII	0	0	3	4	—	—	*	✓
cuddled	VIII	0	1	3	3	—	—	*	✓
cup	IV	7	5	9	0	299-1	—	*	✓
cupboard	VIII	5	0	3	3	565-2	—	*	✓

1	2	3	4	5	6	7	8	9	10
curious	VIII	0	0	2	3	—	—		
curl(ed)	VII	1	1	9	5	2	—		
curly	V	0	5	3	1	2	—		
curtain	VIII	0	0	5	4	4	—		
cut(ting)	IV	7	11	5	1	293-1	253	*	✓
daddy	IV	2	3	2	2	256-1	—	*	✓
dainty	VIII	0	1	2	2	—	—		
daisy	VII	0	2	2	3	529-2	—		
dance(d)	V	4	7	7	3	710-2	443	*	✓
danger	VII	0	0	9	7	380-1	—		
dangerous	VIII	0	0	3	4	3	—		
dare	VIII	0	0	4	5	3	—		
dark	V	4	6	7	1	502-2	413		✓
darling	VIII	0	1	1	2	4	—		
dart(ed)	VIII	0	2	1	5	—	—		
dash(ed)	VIII	0	0	4	5	4	—		
date	VIII	0	0	2	4	1493-3	—		
daughter	VII	0	0	7	6	1310-2	—		
day	I-II	25	4	0	0	37-1	62	*	✓
daytime	VIII	0	1	1	2	—	—	*	✓
dead	VIII	2	1	0	4	1050-2	—	*	✓
deal(er)	VIII	0	0	2	9	—	—		
dear	IV	9	13	4	0	302-1	299	*	✓
death	VIII	0	0	3	2	1515-3	—		
December	VIII	1	0	0	2	4	—		
deck	VIII	1	0	1	5	—	—	*	
deep	VI	2	8	10	2	653-2	—		
deer	VII	0	3	5	6	1016-2	—		

1	2	3	4	5	6	7	8	9	10
delight(ed)	VIII	0	0	2	5	—	—		
delightful	VIII	0	0	1	3	—	—		
deliver	VIII	0	1	1	3	—	—		
den	VII	0	0	4	2	760-2	—		
desert	VIII	0	1	1	4	—	—		
desk	VII	0	1	4	7	714-2	—		
destroy	VIII	0	0	2	2	—	—	*	
dew(y)	VII	0	2	5	4	1099-3	—		
diamond	VII	0	2	4	3	4	—		
did	I-II	28	0	0	0	65-1	31	*	✓
didn't	VII	0	3	7	1	723-2	—	*	✓
die(d)	VII	0	0	8	7	1151-2	—	*	✓
different	VII	0	0	11	8	1286-3	—	*	✓
dig	VI	2	8	9	5	491-1	—	*	✓
dime	VI	1	3	4	1	—	—		
ding-dong	IV	4	3	0	2	1271	—		
dinner	IV	8	12	2	0	412-1	210	*	✓
dip(ping)	VIII	0	0	5	5	—	—	*	✓
dirt	VIII	0	0	3	3	1168-2	—	*	✓
dirty	VIII	0	2	1	3	638-2	—	*	✓
disappear	VIII	0	0	2	3	—	—		
dish(es)	V	6	6	7	0	356-1	—	*	✓
distance	VIII	0	0	1	7	—	—		
ditch	VIII	0	0	1	4	—	—		
do(ing)	I-II	29	2	0	0	14-1	28	*	✓
doctor	VIII	0	2	2	3	752-2	—	*	✓
does	IV	9	12	5	0	151-1	334	*	✓
dog	I-II	26	1	0	1	75-1	83	*	✓
doll(s)('s)	I-II	21	1	2	1	289-1	204	*	✓

1	2	3	4	5	6	7	8	9	10
dollar	VIII	0	1	5	4	869-2	—	*	✓
dolly	IV	4	1	1	0	420-1	—	*	✓
done	VI	0	4	10	2	405-1	—	*	✓
donkey	VII	0	2	4	3	553-2	—	*	✓
don't	V	2	13	2	0	415-2	403	*	✓
door	I-II	17	8	2	1	113-1	130	*	✓
doorstep	VII	0	0	4	1	3	—		
double(d)	VII	0	0	3	0	3	—		
doubt	VIII	0	0	1	2	—	—		
dove	VII	0	2	2	0	1024-3	—	*	✓
down	I-II	27	1	4	0	108-1	63	*	
downstairs	VII	2	2	5	0	3	—		
drag	VII	0	0	8	2	3	—		
dragon	VIII	0	0	2	3	—	—		✓
drank	V	4	4	3	5	3	—		✓
draw	III	10	5	7	2	331-1	314	*	
drawn	VII	0	0	3	2	—	—		
dreadful	VIII	0	0	2	5	—	—		
dream	VII	1	3	3	8	1388-3	—		
dreamland	VII	0	0	4	0	3	—		
dress(ed)(es)	IV	9	8	11	0	409-1	—	*	✓
drew	VII	0	0	7	5	3	—		
drift	VIII	0	0	2	3	—	—		✓
drink(ing)	III	11	7	4	1	252-1	388	*	✓
drip(ping)	VIII	0	1	0	6	—	—	*	✓
drive	VI	3	3	10	4	929-2	—	*	✓
driven	VIII	0	1	4	2	—	—		
driver	VI	0	3	1	1	3	—	*	
drop(ped)	V	1	9	6	2	462-2	—	*	

1	2	3	4	5	6	7	8	9	10
drove	VI	0	6	9	3	1490-3	—		
drowned	VII	0	0	7	0	373-1	—	*	✓
drum	IV	5	4	5	4	318-1	—	*	✓
dry(ing)	VI	1	7	11	0	265-1	308	*	✓
duck(s)	III	8	6	4	2	—	—		
dug	VI	0	3	10	3	3	—		
dull	VIII	0	0	3	3	—	—		
during	VIII	0	0	3	6	1338-3	—		
dust(ed)(ing)	VI	3	4	3	4	1153-3	—	*	✓
Dutch	VIII	0	1	3	5	1218-3	—		
dwarf	VII	0	0	2	1	919-2	—		
each	IV	4	16	5	0	264-1	269	*	✓
eagle	VIII	0	1	2	4	1294-3	—		
ear(s)	III	10	8	3	0	285-1	231	*	
early	IV	4	10	8	0	1293-1	283	*	✓
earn	VIII	0	2	3	7	—	—		
earth	VII	1	1	6	7	1403-1	404		
easily	VIII	0	0	3	3	3	—		
east	VII	0	0	6	4	1111-2	—		
Easter	V	3	4	2	2	551-2	—		
easy	VI	0	3	9	3	1432-3	—	*	✓
eat(ing)	I-II	22	11	1	0	50-1	72	*	✓
eaten	VII	1	3	4	0	3	—	*	✓
edge	VIII	0	0	4	0	1455-3	—		
egg(s)	I-II	19	8	4	7	124-1	168	*	✓
eight	V	2	5	0	0	343-1	—	*	✓
either	VII	0	0	6	6	1245-3	—	*	✓
electric	VIII	0	1	1	4	—	—	*	✓

1	2	3	4	5	6	7	8	9	10
elephant	V	1	15	3	1	586-1	293	*	✓
eleven	VIII	1	0	1	2	1104-3	—	*	✓
elf	VII	0	1	3	1	3	—		
elm	VIII	0	1	1	3	—	—	*	✓
else	VI	1	6	13	3	—	—		
elves	VIII	0	0	3	3	3	—		
empty	VII	0	3	7	7	3	—		
end(ed)	V	3	7	6	3	403-1	405	*	✓
enemy	VII	0	0	6	6	1359-3	—	*	✓
engine	IV	4	6	3	1	1333-3	—	*	✓
England	VIII	0	0	2	6	—	—		
English	VIII	0	0	1	4	—	—		
enjoy	VII	0	1	6	5	3	—		
enough	VI	0	12	12	0	734-2	—	*	✓
enter	VIII	0	0	2	5	—	—	*	
envelope	VIII	0	0	2	5	—	—		
errand	VIII	0	1	4	2	3	—		
escape	VIII	0	0	2	4	—	—		
Eskimo	VIII	0	1	3	3	3	—	*	✓
even	VI	0	2	12	3	972-2	—		
evening	VI	0	2	12	3	1117-2	—	*	✓
ever	VI	3	6	10	4	643-2	421	*	✓
every	III	12	10	3	0	366-1	192	*	✓
everybody	VII	0	1	9	0	1241-2	—	*	✓
everyone	VII	1	1	5	0	881-2	—	*	✓
everything	V	1	10	8	0	1064-3	—	*	✓
everywhere	V	1	7	5	1	3	—		
exactly	VIII	0	0	3	2	3	—		
except	VIII	0	0	3	7	4	—		

1	2	3	4	5	6	7	8	9	10
excited	VIII	0	0	5	5	—	—		
exclaimed	VIII	0	0	1	5	—	—		
explain	VIII	0	0	1	6	—	—		✓
eye(s)	III	10	10	3	0	87-1	188		
face	IV	7	11	3	4	241-1	—	*	✓
factory(ies)	VIII	0	1	2	3	1480-3	—		
fade	VIII	0	0	1	4	—	—		
fail(ed)	VIII	0	1	3	3	—	—		
fair	VII	0	4	5	4	875-2	—	*	
fairies	VII	0	1	5	4	2	—		
fairy	VI	2	4	8	2	872-2	422		
faithful	VIII	0	0	2	2	—	—		
fall(ing)	III	7	9	4	0	153-1	323	*	✓
family	VI	0	3	13	2	830-2	—	*	
fan	VI	1	1	4	4	498-1	—		
far	IV	3	12	9	0	208-1	275	*	✓
fare	VIII	0	1	2	1	3	—		
farm	III	9	10	0	0	338-1	262	*	✓
farmer('s)	III	8	8	2	3	424-1	179	*	✓
farther	VII	0	0	8	7	4	—		✓
fast	I-II	15	10	0	0	143-1	157	*	
fasten(ed)	VIII	1	2	3	7	—	—		✓
faster	V	1	9	2	0	—	—		
fat	IV	4	10	6	1	569-2	—	*	✓
father	I-II	25	4	3	0	68-1	70	*	✓
favorite	VIII	0	0	1	3	—	—		
fear	VIII	0	0	3	4	2	—		
feast	VIII	0	1	5	6	—	—		

1	2	3	4	5	6	7	8	9	10
feat	VIII	0	0	2	3	897	—		
feather(s)	VI	2	12	12	0	1096-2	444		
February	VIII	0	1	2	0	4	—		
fed	VI	2	4	7	3	652-2	—	*	✓
feed(s)	IV	8	9	4	2	985-2	329	*	✓
feel	VI	0	3	14	2	397-1	—	*	✓
feet	III	10	7	8	0	191-1	282	*	✓
fell	IV	9	12	2	1	935-1	270		
fellow	VII	1	1	7	6	1390-3	—		
felt	VI	0	2	12	2	1259-3	—	*	✓
fence	VI	2	7	7	2	1410-3	—		
few	VI	0	1	12	4	629-2	—		
fiddle	VIII	1	1	2	3	4	—		
fiddler	VIII	0	0	1	2	—	—		
field	V	2	11	7	0	605-2	429	*	✓
fierce	VIII	0	1	3	4	4	—		
fifty	VIII	0	0	4	6	—	—		
fight	VI	0	4	5	2	1281-3	—	*	✓
fill(ed)	V	6	7	10	1	359-1	—	*	
finally	VIII	0	0	2	3	—	—		
find	I-II	22	5	0	1	167-1	122	*	✓
fine	IV	4	15	1	0	496-1	111	*	✓
finest	V	1	4	2	0	1	—		
finger	VI	1	0	10	8	554-2	—	*	✓
finish(ed)	VI	0	3	9	2	1092-2	—	*	✓
fir	VI	0	0	7	1	4	—		
fire	IV	7	10	4	1	99-1	232	*	✓
fireman	V	1	7	1	0	2	—	*	✓
fireplace	VII	0	0	3	2		—		

1	2	3	4	5	6	7	8	9	10
first	III	9	14	3	0	102-1	257	*	✓
fish	IV	7	8	4	8	223-1	335	*	✓
fisherman	VII	0	0	4	2	4	—		
fit	VIII	0	2	4	4	914-2	—		
five	III	8	7	3	2	139-1	—	*	✓
fix	VIII	0	0	1	3	634-2	—	*	✓
flag	VI	3	4	7	3	355-1	—	*	✓
flame	VII	0	0	6	4	3	—		
flapped	VII	1	1	6	6	4	—		
flash(ing)	VIII	0	0	2	7	—	—		
flat	VII	0	4	7	8	3	—		
flea	VII	0	0	4	1	4	—		
fleet	VII	0	1	4	1	4	—		
flew	III	11	11	2	0	879-2	171	*	
flies	V	0	4	1	0	725-2	—		
float(ing)	VIII	0	2	5	7	3	—		
flock	VIII	0	0	3	3	4	—		
floor	V	3	6	8	1	324-1	365	*	✓
flour	VI	2	3	7	1	633-2	—	*	✓
flow	VIII	0	0	1	3	1075-3	—		
flower(s)	IV	7	13	5	0	131-1	235	*	✓
flutter	VIII	0	0	3	3	—	—		
fly	III	11	9	4	0	212-1	372	*	✓
foam	VII	0	0	8	4	4	—		
fold	VIII	0	2	4	7	1353-3	—	*	
folks	VII	0	1	7	1	4	—		
follow	VI	1	5	8	1	1144-2	—	*	
fond	VIII	0	0	3	2	3	—		
food	V	2	10	10	0	297-1	—	*	✓

1	2	3	4	5	6	7	8	9	10
fool	VIII	0	1	4	3	3	—	*	✓
foolish	VI	0	2	9	6	3	—	*	✓
foot	IV	4	7	5	4	4	406		
for	I-II	28	1	1	0	0	21		
forehead	VIII	0	0	2	3	—	—		
forest	VI	1	2	13	3	1146-2	—	*	✓
forget	VI	0	7	4	5	1301-3	—	*	✓
forgot	VI	1	4	9	1	4	—	*	
forgotten	VII	0	0	6	1	—	—		
fork	VII	0	2	3	2	497-1	—	*	
form	VII	0	0	3	1	—	—		
former	VII	0	0	3	0	—	—		
forth	VIII	0	0	4	6	—	—		
forty	VIII	0	1	2	3	—	—		
forward	VII	0	0	1	3	4	—		
fought	VIII	0	0	4	5	—	—		
found	III	13	0	1	0	457-1	165	*	✓
fountain	VIII	0	9	3	0	4	—	*	✓
four	III	9	12	4	3	58-1	238		
fourth	VII	0	0	7	2	3	—		
fox	IV	5	7	7	2	298-1	152		
free	VII	0	1	5	7	754-2	—		
freeze	VIII	0	0	4	4	3	—		
fresh	VI	2	4	12	3	1063-2	—	*	✓
Friday	VIII	0	1	3	3	4	—	*	
friend	IV	4	14	4	1	342-1	199	*	
friendly	VII	0	1	4	0	1	—	*	
frighten(ed)	VI	6	7	9	2	1396-2	379		
frisky	VII	0	1	5	2	4	—		

1	2	3	4	5	6	7	8	9	10
frog	VI	0	6	7	1	671-2	—	*	✓
from	I-II	23	4	0	1	66-1	106	*	✓
front	VI	1	11	13	1	1420-3	—	*	✓
frost	VI	3	3	5	3	758-2	—		
frosty	VII	0	0	3	1	4	—		
frozen	VIII	0	0	3	5	3	—		
fruit	VI	0	3	12	1	1006-2	—	*	✓
full	V	0	9	5	1	452-1	394	*	✓
fun	I-II	20	7	0	0	291-1	347	*	✓
funny	III	13	3	6	1	314-1	271	*	✓
fur	VI	0	3	9	4	607-2	—		
furnace	VIII	0	0	2	2	—	—		
furniture	VIII	0	0	2	5	—	—	*	
furrow	VIII	0	0	1	2	—	—		✓
furry	VII	0	1	2	1	3	—		
gallop	VI	2	2	4	3	4	—		✓
game	IV	5	8	5	2	320-1	389	*	✓
garage	VI	1	2	4	1	951-2	—	*	✓
garden	IV	10	12	2	0	408-1	148	*	✓
gas	VIII	0	2	0	2	854-2	—	*	
gasoline	VIII	1	0	3	3	4	—	*	
gate	V	1	11	5	3	464-1	430	*	
gather(ed)	VI	0	3	10	3	1152-3	—		✓
gave	I-II	19	8	1	0	115-1	203	*	
gay	VI	0	5	6	6	1370-3	—		
gayly	VII	0	0	4	0	3	—		
geese	VII	0	0	6	4	724-2	—		
general	VIII	0	0	6	3	1423-3	—		

1	2	3	4	5	6	7	8	9	10
gentle	VII	0	1	3	2	3	—	*	✓
gently	VIII	0	0	1	4	4	—		
get(s)(ting)	I-II	21	12	0	0	31-1	85	*	
giant	VII	0	2	5	2	3	—		✓
gift	VII	0	1	7	5	868-2	—	*	✓
gingerbread	VI	2	3	4	2	418-1	—	*	✓
girl	I-II	24	3	0	2	57-1	90	*	✓
give(s)	I-II	21	7	0	1	43-1	87	*	✓
given	VII	0	0	3	0	1283-3	—	*	✓
glad	IV	5	15	8	0	368-1	390	*	✓
glass	VII	0	3	9	5	1061-2	—		
gleam	VIII	0	0	2	2	—	—		
glee	VIII	0	0	3	1	3	—		
gloves	VII	0	1	4	0	3	—		
gnaw	VII	0	0	3	2	4	—		
go(ing)	I-II	28	4	1	0	19-1	24	*	✓
goat	IV	4	5	1	4	369-1	250		
gobble(d)	V	3	8	2	2	4	—		✓
goblin	VII	0	0	3	0	4	—	*	✓
God	VII	0	1	4	3	829-2	—	*	✓
goes	IV	6	8	1	0	458-1	—	*	✓
gold	VI	1	4	7	3	438-1	—	*	✓
golden	VII	0	0	5	1	1418-3	—	*	✓
goldenrod	VII	0	1	3	2	—	—		
goldfish	VI	2	2	2	2	3	—		
gone	V	3	14	3	2	1162-2	445	*	✓
good	I-II	28	1	3	1	187-1	64	*	✓
good-by	III	13	8	0	0	361-1	286	*	✓
goodness	VIII	0	1	3	3	—	—		

1	2	3	4	5	6	7	8	9	10
goose	V	4	8	4	1	938-2	330	*	✓
got	III	15	10	0	0	192-1	120	*	✓
grade	VI	4	1	3	1	1021-2	—		
grain	VII	0	1	8	5	1351-3	—		
grand	VIII	1	0	1	2	4	—		
grandfather	V	2	7	4	1	672-1	446		
grandmother('s)	V	5	8	6	2	430-1	309		
grapes	VII	0	3	3	5	904-2	—		
grass	IV	8	11	8	1	239-1	196	*	✓
grasshopper	VII	0	1	6	2	4	—		
gray	IV	8	11	5	1	1106-2	177	*	✓
grazing	VIII	0	0	2	2	—	—		
great	IV	3	10	3	1	689-1	294	*	✓
greatest	VII	0	0	3	1	1	—		
greedy	VII	0	3	5	2	3	—		
green	I-II	17	7	1	0	235-1	241	*	✓
greet(ed)	VIII	0	0	4	7	3	—		
grew	V	3	14	5	0	958-1	447		
grin(ned)	VII	0	0	4	2	3	—		
grind	VII	0	1	4	1	4	—		
grocer	V	2	4	2	1	3	—		
grocery(ies)	VII	2	0	3	1	3	—		
ground	IV	6	17	4	0	379-1	336	*	✓
grow	IV	3	15	2	2	308-1	407	*	✓
growl(ed)	VII	0	1	7	3	3	—		
grumble	VIII	0	0	2	2	—	—		
grunt	VII	1	2	6	2	4	—		
guard	VIII	0	0	2	7	4	—		
guess	III	9	5	1	1	841-1	300	*	

1	2	3	4	5	6	7	8	9	10
guide	VIII	0	0	2	5	4	—	*	✓
gun	VI	1	0	9	5	511	—		
gutter	VIII	0	0	3	2	—	—		
ha	VII	1	1	7	1	4	—		✓
habit	VIII	0	0	1	3	—	—		
had	I-II	24	3	0	0	40-1	51	*	✓
hair	IV	7	5	6	2	301-1	—	*	✓
half	VI	1	5	8	6	519-2	—	*	✓
hall	VII	0	0	7	7	739-2	—		
Halloween	VI	0	5	6	1	3	—		✓
hammer	VI	4	4	4	3	1199-2	—	*	✓
hand(s)	III	13	10	4	0	82-1	215	*	✓
handkerchief	VIII	1	1	3	4	1181-2	—	*	✓
handle	VII	0	3	7	7	1364-3	—	*	✓
handsome	VIII	0	0	1	3	—	—		✓
hang(ing)	VI	2	5	7	6	1198-3	—	*	
happen(ed)	V	0	7	5	0	1266-3	—		
happiest	VII	0	0	3	1	3	—		
happily	VII	0	0	4	1	—	—		
happiness	VIII	0	0	2	5	—	—		
happy	III	14	10	0	0	512-2	173	*	✓
hard	IV	4	9	6	0	695-1	366	*	✓
harder	VII	0	1	4	0	—	—		
hardly	VI	0	2	10	2	4	—		
harm(ed)	VII	0	0	7	7	3	—		
harness	VIII	0	0	4	5	—	—		
harvest	VIII	0	0	3	4	—	—		
has	I-II	22	7	0	0	56-1	135	*	✓

1	2	3	4	5	6	7	8	9	10
hat	III	8	14	4	0	185-1	—		✓
hatch(ed)	VIII	1	3	4	4	1214-4	—		
hate(d)	VI	0	1	8	5	3	—		✓
have	I-II	26	3	0	0	38-1	43	*	✓
haven't	VII	0	1	4	1	1303-3	—	*	
hawk	VIII	1	1	3	3	1393-3	—		
hay	IV	5	8	3	2	419-1	287	*	✓
haystack	VII	0	2	3	1	3	—		
he	I-II	28	2	0	0	7-1	8		✓
head	III	11	10	2	0	112-1	153	*	✓
healthy	VII	0	0	3	1	3	—		✓
heap	VII	0	2	2	3	—	—		
hear	III	8	12	1	0	528-1	236	*	✓
heard	IV	10	12	1	0	866-1	161	*	
heart	VII	1	4	6	5	1070-3	—		
heat(ed)	VII	0	0	8	6	1093-3	—		
heaven(s) (ly)	VIII	0	0	3	2	4	—	*	
heavy	VII	0	0	10	5	1247-3	—	*	
hedge	VII	0	0	5	1	4	—		
heel	VI	0	2	3	1	1206-3	—		
held	VI	2	6	8	1	1262-2	448		
hello	VI	5	4	4	2	742-2	—	*	✓
help(ed)	I-II	16	11	1	1	103-1	141	*	✓
helper(s)	VII	1	2	3	1	3	—		
helpful	VIII	0	0	1	3	—	—		
hen(s)	I-II	20	6	0	0	268-1	108	*	✓
her	I-II	25	3	0	0	35-1	49	*	✓
here	I-II	24	3	0	1	184-1	115	*	✓
herself	VI	2	3	7	3	743-2	—		

1	2	3	4	5	6	7	8	9	10
hid	V	4	6	7	0	1102-1	395		✓
hide	IV	8	7	5	1	374-1	367	*	✓
high	IV	5	13	7	0	731-2	—	*	
highway	VII	0	0	3	2	3	—		
hill	III	8	10	7	1	174-1	189	*	✓
him	I-II	22	6	2	0	55-1	102	*	✓
himself	V	1	11	9	1	639-2	—		
hind	VI	2	3	7	2	4	—		
his	I-II	24	4	0	0	33-1	46	*	✓
hiss(ed)	VIII	1	1	1	1	4	—		
hit	IV	6	2	4	3	664-1	380	*	✓
ho	IV	5	4	3	1	889-2	—	*	
hoe(d)	VII	0	2	4	4	3	—		
hog	VII	0	0	3	1	4	—		
hold	V	0	11	4	2	322-1	381	*	✓
hole(s)	IV	4	10	4	0	720-1	288	*	✓
holiday	VIII	0	3	2	6	—	—		
Holland	VIII	0	1	3	5	—	—		
hollow	VIII	0	2	3	5	4	—		
home	I-II	23	6	0	0	47-1	79	*	✓
honest	VIII	0	0	1	3	—	—	*	
honey	VI	3	3	9	2	1377-3	—		
honk	V	5	6	4	1	2	—		
honor	VIII	0	0	1	5	—	—		
hood	VII	0	0	4	3	1328-3	—		
hoofs	VIII	0	1	1	5	—	—		
hooks	VIII	0	0	2	3	—	—		
hoop	VII	1	1	5	1	670-2	—	*	
hop(ped)	III	16	10	7	0	385-1	344		

1	2	3	4	5	6	7	8	9	10
hope	VI.	0	6	6	3	1067-3	—	*	✓
horn	IV	5	5	7	3	521-1	396	*	✓
horse	III	12	8	3	0	114-1	251	*	
hose	V	0	6	1	2	4	—	*	
hospital	VIII	0	2	3	3	—	—		
hot	V	0	10	9	2	224-1	397	*	✓
hotel	VIII	0	0	0	3	3	—		
hour	VIII	0	2	5	6	662-2	—		
house(s)	I-II	29	0	1	0	73-1	56	*	✓
how	III	16	6	2	0	425-1	104	*	✓
huff	VI	1	2	3	1	4	—		
hug	VII	0	0	7	4	2	—		
huge	VIII	0	1	1	6	4	—		
hum	VII	0	3	3	4	4	—		
hundred	VI	0	3	12	6	892-2	—	*	✓
hung	VI	1	4	9	5	4	—	*	
hungry	IV	7	13	5	0	795-1	348		
hunt	VI	0	7	7	1	520-2	—		
hunter	VII	0	1	7	1	4	—		
hurrah	VIII	0	0	7	5	4	—		
hurried	VI	0	1	11	0	3	—		
hurry	VI	0	7	8	2	1239-3	—	*	✓
hurt	VI	0	8	13	0	364-1	—	*	✓
husband	VIII	0	0	3	2	4	—	*	
hush	VII	1	0	3	1	1211-3	—		
hut	VIII	0	1	2	7	1022-2	—		
I	I-II	29	0	0	1	2-1	4	*	✓
ice	V	4	8	10	0	217-1	—	*	✓

1	2	3	4	5	6	7	8	9	10
ice cream	IV	1	2	0	0	434-1	—	*	✓
I'd	VII	1	1	3	1	1243-3	—	*	✓
idea	VIII	0	1	7	5	—	—	*	
if	IV	9	12	2	0	344-1	174	*	✓
I'll	V	2	8	5	1	411-1	439	*	
ill	VII	1	1	3	0	861-2	—	*	✓
I'm	VII	1	3	6	0	488-1	—	*	
important	VIII	0	0	2	5	—	9	*	✓
in	I-II	29	0	0	0	5-1	—	*	
inch	VIII	0	0	5	7	946-4	—	*	✓
indeed	VI	1	0	12	4	1225-3	—	*	
Indian	VII	0	5	6	5	580-2	—	*	✓
inn	VII	0	1	5	2	4	—		
insect	VIII	0	1	1	8	—	—	*	✓
inside	VI	1	1	9	1	1183-2	—		
instantly	VIII	0	6	1	3	—	—		
instead	VII	0	0	9	5	1397-3	—		
interest(ing)	VII	0	1	6	6	1387-3	—		
into	I-II	24	5	0	0	135-1	68	*	✓
invite	VI	0	3	10	5	903-2	—	*	✓
iron(ing)	VIII	0	4	2	6	1163-2	—	*	✓
is	I-II	29	0	0	0	3-1	15	*	✓
isn't	VII	0	0	6	1	1008-3	—	*	✓
island	VIII	0	0	3	5	—	—	*	✓
it	I-II	26	2	1	0	22-1	10	*	✓
its	IV	2	2	2	0	156-1	—	*	✓
it's	VI	0	1	2	2	470-1	—	*	✓
itself	VIII	0	0	3	2	965-2	—		

1	2	3	4	5	6	7	8	9	10
jacket	VIII	0	1	3	5	820-2	—		
jam	VIII	0	0	3	4	3	—		
January	VII	0	0	3	1	3	—		
Japan	VIII	0	0	3	4	—	—		
jar	VI	1	3	5	4	1135-2	—		
jaw	VIII	0	0	3	3	4	—		
jay	VIII	0	1	2	3	—	—		
jelly	VIII	0	0	4	5	—	—	*	
jerk(ed)	VII	0	1	4	2	4	—		
jingle	VIII	1	1	4	5	—	—		
job	VIII	0	1	1	3	—	—		
join	VIII	0	0	1	3	4	—		
joke	V	2	5	5	2	2	—		
jolly	VI	0	2	6	8	4	—		
journey	VII	0	0	9	2	1411-3	—		
joy	VI	0	2	5	3	1108-2	—		
judge	VIII	0	0	9	1	—	—		
juice	VIII	0	4	0	5	—	—		
juicy	VIII	0	0	0	4	—	—		
July	VIII	0	0	1	3	4	—		
jump(ed)(ing)	1-II	22	6	0	0	220-1	—	*	✓
June	VII	0	2	4	1	4	—	*	✓
just	IV	6	13	2	0	325-1	183		
justice	VIII	0	0	1	3	—	—		
keep	IV	3	14	7	0	439-1	337	*	✓
kept	VI	4	5	11	1	1182-3	373	*	
kettle	VIII	0	1	2	6	3	—	*	
key	VIII	0	1	1	6	1185-2	—	*	

1	2	3	4	5	6	7	8	9	10
kick(ed)	V	3	7	4	3	1173-3	—	*	✓
kill(ed)	VII	0	3	8	2	1126-2	—	*	✓
kind(ly)	V	3	7	7	2	311-1	423	*	
kindness	VIII	0	0	2	5	—			
king	V	3	6	4	7	612-2	166		
kingdom	VII	0	0	6	2	3	—		
kiss(ed)	VII	1	1	6	2	628-2	—	*	✓
kitchen	VI	2	6	10	1	1287-2	—	*	✓
kite	IV	4	2	5	1	451-1	—		
kitten	III	12	7	1	0	448-1	284	*	✓
kitty	IV	5	3	5	1	378-1	254	*	✓
knee	VII	0	2	2	8	1010-2	—	*	✓
knelt	VIII	0	0	2	6	—	—		
knew	VI	0	8	12	0	711-2	—	*	✓
knife	VIII	0	1	4	5	842-2	—	*	✓
knit	VIII	0	0	2	4	—	—		
knives	VIII	0	1	3	1	—	—		
knock	V	1	9	5	2	1166-3	—	*	✓
knot	VIII	0	1	3	2	4	—	*	✓
know	IV	10	14	0	0	499-1	193		
lace	VIII	0	1	1	4	—	—		
lad	VII	0	1	4	2	3	—		
ladder	VII	1	5	5	4	3	—	*	✓
ladies	VIII	0	0	3	2	1346-3	—		
lady	VI	0	5	5	3	974-2	—	*	✓
laid	VI	0	1	12	1	3	—		
lake	VII	0	4	6	4	880-2	—	*	✓
lamb(s)	VII	2	5	6	1	583-2	—		

1	2	3	4	5	6	7	8	9	10
lame	VIII	0	0	2	4	—	—		
lamp	VI	0	0	10	2	1216-2	—	*	
land	VI	2	3	9	3	588-2	—		
lane	VII	0	0	5	3	4	—		
language	VIII	0	0	3	6	—	—		
lantern	VII	0	2	2	5	4	—		
lap	VII	1	3	6	3	964-2	—		
large	VI	0	4	15	3	712-2	—		
lark	VII	0	0	4	0	1100-3	—		
last	IV	7	10	4	1	794-2	239	*	✓
late	VI	3	4	11	1	340-1	—	*	✓
later	VII	1	0	3	0	1	—		
laugh(ed)	I-II	19	11	1	1	436-2	163	*	
lawn	VIII	0	0	1	3	1209-2	—	*	
lay	IV	7	7	5	1	290-1	263	*	
lazy	VI	0	4	8	5	3	—		
lead	VII	0	1	7	5	1170-3	—		
leader	VII	0	2	3	0	3	—		
leaf(y)	V	1	4	3	1	692-2	—	*	
lean(ed)(ing)	VIII	0	0	3	4	4	—		
leap	VIII	0	0	3	5	3	—	*	
learn	V	4	9	10	3	696-2	—		
least	VII	0	0	6	4	—	—		
leather	VIII	0	3	3	5	4	—	*	✓
leaves	V	4	8	4	0	295-1	—		
led	VII	0	1	4	6	1195-2	—	*	
left	V	7	11	8	1	523-1	322	*	✓
leg(s)	IV	5	11	5	0	278-1	449	*	
lemon	VIII	0	1	2	2	—	—	*	

1	2	3	4	5	6	7	8	9	10
lemonade	VII	0	1	4	0	—	—		
length	VIII	0	0	1	2	1441-3	—		
less	VIII	0	0	0	5	1404-3	—	*	✓
lesson(s)	VIII	0	3	5	4	2	—	*	✓
let	III	12	11	0	0	172-1	128	*	✓
let's	VI	2	2	3	0	996-2	—	*	
letter	IV	8	10	8	1	471-1	—	*	
lettuce	VI	3	6	7	0	836-2	—	*	
liberty	VIII	0	0	3	3	4	—		
lick	VIII	0	1	3	5	4	—		
lie	VI	3	3	5	2	547-2	—		
life	VII	0	1	8	7	1143-3	—		
lift	VI	2	3	7	7	988-2	—		
light	IV	8	8	10	1	429-2	—	*	✓
lightning	VIII	0	0	2	3	—	75	*	✓
like	I-II	29	5	0	0	85-1	—		
lily(ies)	VII	0	1	4	3	755-2	—		
limb(s)	V	0	4	2	1	4	—		
line	VI	1	7	6	5	709-2	—	*	✓
lion	V	1	13	2	2	524-1	408	*	✓
lip	VIII	0	0	2	5	770-2	—		
list	VIII	0	0	2	4	—	—		
listen	VI	3	5	11	5	1202-2	—	*	✓
little	I-II	29	0	0	0	138-1	7	*	✓
live(s)(d)	III	15	13	1	3	257-1	175	*	✓
lively	VIII	0	1	2	3	—	—		
load	VII	0	2	7	6	1264-3	—		
loaf	VII	0	1	2	2	809-2	—		
lock	VIII	0	1	3	5	1062-3	—	*	

1	2	3	4	5	6	7	8	9	10
log	VI	0	2	12	3	660-2	—		
lonely	VIII	0	1	6	5	3	—	*	✓
long	III	12	15	1	0	181-1	217	*	✓
longer	V	0	6	2	0	1	59		
look(ed)	I-II	28	6	1	0	90-1	—		
loose	VIII	0	0	4	6	1345-3	—		
lord	VIII	0	0	2	2	—	—		
lose	VII	0	0	8	6	3	—		
lost	IV	9	9	9	0	608-1	310	*	✓
lots	VII	1	1	8	4	805-2	—	*	
loud	VII	0	3	8	3	1089-2	—		
louder	VII	0	0	3	0	2	—		
loudly	VII	0	1	3	2	2	—		
love(s)	V	6	4	9	2	111-1	—	*	✓
lovely	VII	0	1	4	2	4	—		
low	VII	1	1	7	3	516-2	—	*	
lower	VII	0	0	4	3	2	—		
luck	VII	1	1	6	6	4	—		
lump	VII	0	1	3	4	4	—		
lunch	V	3	7	5	2	313-1	—	*	✓
lying	VIII	1	1	3	6	4	—		
machine	VIII	0	1	3	4	—	—	*	✓
made	I-II	20	8	0	0	48-1	94	*	✓
magic	VII	0	1	9	5	3	—	*	
maid	VIII	0	0	4	5	3	—		
mail	VII	1	3	6	3	682-2	—		✓
main	VII	0	0	5	1	3	—		
make(ing)	I-II	26	4	0	1	11-1	66	*	✓

1	2	3	4	5	6	7	8	9	10
mamma	VII	1	2	2	4	414-1	—	*	✓
man('s)	I-II	25	5	0	0	28-1	54	*	✓
manners	VIII	0	1	3	4	—	242	*	✓
many	IV	11	15	5	0	372-1	—		
maple	VII	0	3	5	5	4	—		
marble	VII	1	1	3	1	1260-3	—	*	
march	V	2	9	4	3	924-2	—	*	
mark	VIII	0	1	3	4	915-2	—	*	
market	VI	0	4	10	4	1456-3	—		✓
married	VII	0	0	6	4	4	—		
master	VII	0	2	9	4	1230-3	—		
mat	VIII	0	0	3	3	3	—		
match(es)	VII	0	2	6	4	4	—	*	
matter	VI	0	5	10	4	1086-3	—	*	✓
may	I-II	21	3	0	0	72-1	105	*	✓
maybe	VI	2	3	3	2	1349-3	—	*	✓
me	I-II	29	0	0	0	23-1	29	*	✓
meadow	VI	2	3	9	3	998-2	—		
meal	VII	0	1	9	4	994-2	—	*	✓
mean	VI	0	2	10	5	991-2	—		
meant	VIII	0	0	8	4	4	—		
measure	VIII	1	0	4	2	1435-3	—	*	✓
meat	VI	5	3	12	1	435-1	—	*	
meet	VI	1	2	11	1	957-2	—	*	
melt	VII	0	3	5	5	4	—		
men	V	3	13	5	0	203-1	450	*	✓
mend	VIII	1	3	5	2	4	—		
meow	III	12	4	3	0	3	—		
merry	VI	2	6	11	2	3	—		

1	2	3	4	5	6	7	8	9	10
message	VIII	0	0	1	6	—	—		
messenger	VIII	0	0	3	3	4	—		
met	IV	9	11	2	0	447-1	255	*	✓
new(ing)	III	11	0	5	1	625-1	374		
mice	IV	4	6	0	0	445-1	—		
middle	VII	0	3	4	3	676-2	—		
middle-sized	V	1	5	0	2	622-2	—		
midnight	VIII	0	1	2	5	—	—		
might	VI	1	5	11	0	852-2	—	*	✓
mile	VII	0	1	7	7	906-2	—	*	✓
milk	I-II	24	5	2	1	88-1	139	*	✓
milkman	IV	7	0	1	0	3	—		✓
mill	VII	0	1	1	2	751-2	—		
mill	VII	0	1	6	2	718-2	—		
millions	VIII	0	0	4	2	—	—		
mince	VIII	0	0	2	5	—	—		
mind(ed)	VI	0	0	2	3	—	—		
mine	VII	0	1	10	4	1120-3	—	*	
minnow	VII	0	6	7	5	702-2	—	*	
minute	VII	0	0	4	0	4	—	*	
mirror	VI	0	0	10	5	922-2	—		
mischief	VIII	0	0	0	3	—	—		
Miss	VIII	0	0	2	3	—	—		✓
miss(ing)	IV	7	5	4	2	657-1	—	*	✓
mistaken	VII	0	1	3	0	2	—	*	
mistress	VIII	0	0	4	5	—	—		
mistress	VIII	0	1	5	3	4	—		
mitten	V	0	4	4	4	—	—		
mix	VIII	0	0	1	6	517-2	—		
moment	VIII	0	0	4	6	1219-3	—		
	VIII	0	1	2	6	1302-3	—		

1	2	3	4	5	6	7	8	9	10
Monday	VII	0	2	3	2	1258-3	—	*	✓
money	VI	5	6	10	0	479-1	399	*	✓
monkey	V	3	12	4	4	532-1	424	*	✓
month	VII	0	2	7	7	1314-3	—	*	✓
moo	III	8	5	0	3	2	295		
moon	VI	1	4	6	2	354-1	—	*	✓
more	V	4	20	3	0	594-2	301	*	✓
morning	I-II	24	4	1	0	196-1	107	*	✓
mosquito	VII	0	1	4	2	4	—		
moss	VIII	0	0	4	4	4	—		
most	VI	0	5	10	2	931-2	—	*	
mother	I-II	29	2	0	0	44-1	19	*	✓
mountain	VI	0	4	10	6	1454-3	—	*	
mouse(s)	IV	10	11	5	0	467-1	146	*	✓
mouth	IV	6	8	4	1	847-1	331	*	✓
move	VI	5	5	10	2	1011-2	—	*	✓
Mr.	III	11	7	1	0	176-1	103	*	✓
Mrs.	IV	6	7	5	1	649-1	296	*	✓
much	IV	6	11	4	0	261-1	272	*	✓
mud	VI	4	4	9	1	596-2	—	*	✓
muddy	VIII	1	0	2	4	1	—		
music	VI	0	6	5	4	817-2	—	*	✓
must	III	17	11	1	0	401-1	131	*	✓
my	I-II	28	0	0	0	25-1	30	*	✓
myself	VI	1	3	7	1	358-1	—	*	✓
nail(s)	V	3	5	3	3	520-2	—	*	✓
name	III	14	10	1	1	100-1	221	*	✓
nap	VIII	0	3	0	7	3	—	*	✓

1	2	3	4	5	6	7	8	9	10
napkin	VIII	1	2	2	5	4	—	*	✓
narrow	VIII	0	0	3	6	4	—	*	
naughty	VII	1	2	4	5	555-2	—	*	✓
near	IV	5	14	2	0	327-1	256	*	
nearer	VI	0	3	3	0	1	—	*	✓
nearly	VII	0	1	6	1	3	—		
neat	VII	0	1	4	3	533-2	—		
neck	VI	1	3	12	4	560-2	—	*	✓
need(ed)	VI	1	8	12	2	844-2	—	*	✓
needle	VIII	0	2	4	5	713-2	—	*	✓
neighbor	VII	0	1	6	5	3	—		
neither	VIII	0	0	4	6	3	—	*	
nest	III	12	10	2	1	188-1	214	*	
net	VII	0	2	3	2	4	—		
never	IV	4	12	5	0	269-1	338	*	
new	III	12	10	6	2	70-1	425	*	
New York	VIII	0	1	2	3	966-3	—		✓
news	VII	0	0	5	2	1005-2	—		
newspaper	VII	0	1	6	2	3	—		
next	IV	4	20	1	2	3	—	*	✓
nibble	VII	0	3	8	0	679-1	197		
nice(ly)	VI	2	5	7	3	808-2	—	*	✓
nickel	VII	2	2	4	1	700-1	—	*	✓
night	III	14	12	2	2	544-2	—	*	✓
nine	V	2	6	3	6	237-1	215	*	✓
no	I-II	27	1	0	0	416-1	76	*	✓
nobody	VII	0	3	9	3	9-1	—	*	✓
nod(ded)	VII	1	0	7	5	1360-3	—	*	✓
noise	V	4	9	7	1	494-1	339	*	✓

1	2	3	4	5	6	7	8	9	10
noisy	VIII	0	1	1	2	1	—	*	✓
none	VII	2	1	4	4	1342-3	—		
noon	VII	0	0	3	2	1134-3	—		
nor	VIII	0	1	4	5	1335-3	—		
north	VI	1	4	11	1	1156-2	—		
nose	IV	9	11	3	2	494-1	289	*	✓
not	I-II	29	0	0	0	74-1	11	*	✓
nothing	V	5	7	7	1	921-2	414	*	✓
notice	VIII	0	0	3	8	4	—		
now	I-II	21	7	0	0	104-1	118	*	✓
nowhere	VII	0	0	5	0	4	—		
number	V	0	8	5	7	1169-3	—	*	✓
nurse	VII	0	2	4	3	3	—	*	
nuts	IV	7	10	4	0	282-1	279		
oak	VII	1	3	3	5	431-1	—		
oatmeal	VIII	1	1	2	2	—	—		
oats	VII	0	0	7	2	1098-3	—		
obey	VI	0	0	12	2	3	—		
ocean	VII	0	0	7	4	3	—		
o'clock	VI	0	1	7	0	883-2	—	*	✓
of	I-II	24	7	8	0	24-1	18	*	✓
off	IV	10	2	1	1	133-1	158	*	✓
offer	VIII	0	14	2	5	—	—		
office	VIII	0	0	3	3	1355-3	—	*	
often	VI	0	2	11	1	862-2	—		
oh	I-II	21	3	0	0	279-1	—		
oil	VII	2	1	5	5	4	—	*	✓
old	III	11	11	0	1	52-1	112		✓

1	2	3	4	5	6	7	8	9	10
older	VI	0	2	3	0	1	—	*	✓
on	I-II	29	1	0	0	8-1	20	*	✓
once	III	10	10	2	0	123-1	151	*	✓
one	I-II	29	0	1	1	12-1	26	*	✓
onion	VIII	0	0	4	3	1416-3	—	*	
only	IV	4	12	6	1	270-1	375	*	✓
open(ed)	III	14	13	1	0	259-1	211	*	✓
or	IV	5	10	3	0	357-1	267	*	✓
orange	V	8	5	7	1	837-2	—	*	✓
orchard	VIII	0	2	2	3	—	—		
order(s)	VIII	0	0	5	10	4	—		
other	IV	7	18	0	0	617-1	167	*	✓
ouch	VII	0	0	3	0	3	—	*	
ought	VIII	0	0	5	5	1419-3	243	*	✓
our	III	11	8	1	0	27-1	—	*	✓
ourselves	VII	1	2	2	2	967-2	—	*	
out	I-II	26	3	0	0	80-1	39	*	✓
outdoors	VII	0	0	3	1	3	—	*	
outside	VI	2	5	8	0	1094-3	—		✓
oven	VII	0	2	5	1	939-2	—		
over	III	14	13	1	0	110-1	186	*	✓
owl	V	1	4	5	2	413-1	—	*	
own(ed)	V	1	8	9	3	406-1	—	*	✓
ox(en)	VI	0	4	5	4	546-2	—		
pack	VIII	1	4	6	9	3	—	*	
package	VII	0	4	4	4	3	—		
page	VI	2	2	5	2	741-2	—	*	
paid	VII	1	1	6	3	1277-3	—		

1	2	3	4	5	6	7	8	9	10
pail(s)	V	3	7	5	4	558-2	—	*	✓
pain	VIII	0	0	2	5	—	—	*	✓
paint(ed)	IV	7	3	5	3	245-1	—	*	
pair	VII	0	4	9	4	1087-3	—	*	
palace	VIII	0	2	5	4	3	—		
pan	V	3	6	5	3	367-1	—	*	
pancake	VI	0	0	3	0	584-2	—	*	✓
papa	VIII	0	2	0	4	542-2	—	*	✓
paper	V	6	6	10	2	236-1	431	*	
papoose	VIII	0	0	3	3	4	—	*	
parade	V	1	8	3	3	986-2	—	*	✓
park	V	2	9	6	2	556-2	—	*	✓
parlor	VIII	0	0	2	4	—	—		
part	VI	0	0	9	2	—	—	*	✓
party	III	11	10	2	1	1147-3	—	*	✓
pass(ed)	VII	0	4	9	6	336-1	319	*	✓
past	VIII	1	1	7	4	673-2	—	*	✓
pasture	VIII	0	0	6	6	1184-3	—	*	✓
pat(ted)	VII	2	1	7	2	4	—	*	
patch	VIII	0	1	6	5	730-2	—		
path	VI	0	1	12	6	4	—		
patter	VII	1	2	4	6	3	—		
pattern	VIII	0	1	2	2	4	—		
paw(s)	V	3	10	2	2	—	—	*	
pay	VII	0	1	6	0	647-2	—	*	✓
peace	VIII	0	0	9	6	888-2	—	*	
peach	VIII	0	1	1	5	—	—	*	
peanut	VI	0	1	4	3	1045-3	—	*	
pear	VIII	0	7	5	2	768-2	—	*	
			1	1	5	923-2	—		

1	2	3	4	5	6	7	8	9	10
pearl	VIII	0	0	3	3	—	—	*	
peas	V	0	7	3	0	1041-3	—		
peck	VII	1	2	4	3	4	—		
peek	VIII	0	0	2	3	—	—		
peep(ed)	V	6	11	5	4	1222-1	276	*	✓
pen	V	4	4	2	3	525-2	—		
pencil(s)	VIII	2	0	3	4	590-2	—	*	
pennies	VI	1	4	3	1	2	—		
penny	V	5	2	3	3	729-2	400	*	✓
people	VI	3	11	11	0	744-1	302	*	✓
perched	VIII	0	0	3	4	4	—		
perhaps	VIII	1	4	10	2	1136-3	—		
person	VIII	0	1	6	7	1452-3	—		
pet(s)	III	12	4	6	0	377-1	—		✓
pick(ed)	IV	4	11	9	2	328-2	—	*	✓
picnic	V	4	7	3	0	489-1	—	*	✓
picture	III	12	8	2	2	281-1	345	*	✓
pie(s)	V	2	7	2	5	390-1	—	*	✓
piece	VI	2	6	12	1	721-2	—	*	✓
pig(s)	I-II	17	7	2	0	243-1	86	*	✓
pigeon	VII	0	2	3	0	703-2	—	*	✓
pile	VII	1	2	6	5	3	—	*	✓
pillow	VII	0	2	4	2	4	—	*	
pin	VI	1	2	4	1	615-2	—	*	✓
pine	VII	0	2	6	6	4	—	*	
pink	VI	2	7	7	3	934-2	—	*	
pipe	VII	0	3	3	5	3	—	*	
pitcher	VII	0	1	5	2	4	—	*	
pitter	VII	0	0	3	0	4	—		

1	2	3	4	5	6	7	8	9	10
place	IV	6	10	4	0	575-1	280	*	✓
plain	VIII	0	0	2	6	1439-3	—		
plan(s)	VII	1	4	8	6	1348-3	—	*	✓
plant	IV	3	15	7	1	391-1	—	*	✓
plate	VI	0	4	6	3	2	—		
platform	VIII	0	0	2	4	—	—	*	✓
play(ed)(ing)	I-II	27	9	0	0	36-1	71		
playhouse	IV	5	0	1	0	4	—		
playmate	VII	0	0	4	0	3	—		
pleasant	VIII	0	1	9	6	1409-3	—	*	✓
please	III	12	9	2	0	129-1	123		
pleasure	VIII	0	0	3	2	—	—		
plenty	VII	0	0	9	5	3	—	*	✓
plow	VII	0	4	3	3	1288-3	—	*	✓
plum	VI	0	2	6	0	791-2	—	*	✓
pocket	V	2	9	8	1	899-2	—		
poem	VII	0	1	3	0	4	—		
point	VII	2	2	6	6	831-2	—	*	✓
pole	VII	0	2	4	7	1324-3	—	*	✓
policeman	V	6	9	6	2	505-2	—	*	
polish	VIII	0	0	2	2	1178-3	—		
polite	VIII	1	3	2	4	—	—	*	✓
politeness	VIII	0	0	5	0	1101-3	—	*	
pond	VII	0	5	1	3	674-1	258	*	
pony(ies)	V	7	8	5	0	4	—	*	
pool	VII	1	2	7	3	602-2	409	*	
poor	V	1	13	5	0	3	—	*	
pop(ped)	VI	1	3	6	0	4	—		
poppy	VII	0	0	4	0	—	—		

1	2	3	4	5	6	7	8	9	10
porch	VI	0	5	9	4	1424-3	—	*	✓
porridge	V	0	3	2	1	623-2	311		✓
post	VI	0	3	7	3	1203-3	—		
postman	V	6	5	4	0	3	—		
pot	VI	1	6	6	2	1141-2	362	*	✓
potato	VI	3	2	7	6	945-2	—	*	
pound	VIII	0	2	6	7	1043-3	—	*	
pour(ed)	VII	0	2	6	3	3	—	*	
power	VII	0	0	3	0	3	—		
pray	VII	0	1	3	1	4	—		
prayer	VIII	0	0	3	5	4	—		
prepared	VIII	0	0	2	5	—	—		
present	VII	2	5	10	2	2	—		
president	VIII	0	1	1	3	—	—		
press	VIII	0	0	4	6	4	—		
pretend	VIII	0	0	2	6	—	149	*	✓
pretty	I-II	16	8	4	0	249-1	—		
prick(ly)	VIII	0	1	2	2	—	—		
prince	VIII	0	0	5	5	1499-3	—		
princess	VIII	0	1	6	6	1431-3	—		
prison	VIII	0	0	0	5	4	—		
prize	VI	1	4	4	3	3	—		
promise(d)	VII	0	1	10	3	1381-3	—		
proper(ly)	VIII	0	0	3	3	4	—		
protect	VIII	0	0	3	2	4	—		
proud	VI	0	6	10	4	3	—		
proudly	VII	0	1	3	1	3	—		
prowling	VII	0	0	4	2	4	—		
pudding	VII	0	0	5	3	3	—		

1	2	3	4	5	6	7	8	9	10
puddle	VII	0	0	5	0	4	—		
puff(ed)	VI	3	6	7	2	4	—	*	✓
pull(ed)(s)	III	10	10	5	0	453-1	240		
pump	VIII	1	1	1	5	—	—	*	✓
pumpkin	VI	2	4	6	3	567-2	—		
punished	VIII	0	0	4	4	—	—	*	
puppy	V	5	6	4	1	559-2	—		✓
purple	VIII	0	1	2	2	1306-3	—		
purr	V	1	5	3	1	4	—		
purse	VII	0	1	3	2	3	—		
push(ed)	VI	1	4	15	1	1177-2	—	*	✓
pussy	V	6	2	4	1	459-1	277	*	✓
put	I-II	25	4	1	0	168-1	74	*	✓
quack	III	8	7	1	0	4	340		
quarrel(ed)	VIII	0	1	5	3	4	—		
quart	VII	0	0	3	1	4	—		
quarter(ed)	VIII	2	1	2	2	—	—		
queen	VII	2	2	5	6	1479-2	—		
queer	VI	0	5	15	2	825-3	—		
question(s)	VI	0	7	7	5	1482	—	*	✓
quick	VI	1	1	8	1	887-2	—		
quickly	VI	1	3	8	1	2	—	*	✓
quiet	VII	1	1	9	3	1171-2	—		
quietly	VII	0	1	5	2	2	—	*	
quite	VII	0	2	8	4	1037-2	—		
rabbit	I-II	23	6	0	0	288-1	80	*	✓
race	V	3	8	8	4	599-2	—	*	

1	2	3	4	5	6	7	8	9	10
radio	VII	0	2	4	3	2	—		
rag(ged)	VII	1	2	4	5	1295-3	—		
rail	VIII	0	0	3	1	4	—	*	✓
railroad	VIII	0	1	2	6	—	—		
rain	IV	7	11	2	1	180-1	316		
rainbow	VII	0	2	2	1	4	—		
rainy	V	1	2	3	1	4	—		
raise(d)	VII	0	0	0	2	1417-3	—		
rake	VI	2	4	8	5	489-2	—	*	✓
ran	I-II	25	3	5	0	284-1	52	*	✓
rang	VI	0	5	5	3	4	—		
rap	VII	0	0	5	3	3	—		
rat	VI	0	4	5	5	350-1	—	*	
rather	VIII	0	1	4	5	1484-3	—		
rattle(ing)	VIII	0	4	7	5	4	—		
reach(ed)	VI	0	2	2	5	1014-2	—		
read(ing)	I-II	16	11	13	0	146-1	205	*	✓
ready	IV	9	10	2	0	561-1	376	*	✓
real	VI	0	4	6	0	1251-3	—	*	✓
really	VII	0	2	9	2	1278-3	—	*	✓
reason	VIII	0	0	2	1	1421-3	—	*	✓
receive	VIII	0	0	0	5	1391-3	—		
red	I-II	24	3	1	3	49-1	149	*	✓
redbreast	VI	1	2	1	0	822-2	—	*	✓
reindeer	VII	0	2	6	4	539-2	—	*	✓
remain	VIII	0	0	2	4	1427-3	—	*	✓
remember	VII	0	4	11	4	1080-2	—	*	✓
replied	VIII	0	0	6	5	4	—		
rest	VI	1	7	9	3	248-1	—	*	✓

1	2	3	4	5	6	7	8	9	10
return(ed)	VIII	0	0	2	8	—	—		
reward	VIII	0	0	2	3	—	—		
rhyme	VIII	0	2	2	2	—	—		
ribbon	VII	0	5	4	3	804-2	—	*	
rice	VIII	0	0	2	3	1044-3	—	*	
rich	VI	0	0	9	3	1383-2	—		✓
riddle	V	2	8	5	0	3	—		✓
ride(ing)	I-II	17	9	3	2	209-1	245	*	✓
right	III	11	12	2	0	287-1	169	*	✓
ring	IV	7	10	6	1	334-1	391	*	✓
ripe	VII	0	2	8	5	1047-3	—		
rise	VIII	0	1	4	5	1500-3	—		
river	VI	0	7	10	1	510-2	—	*	✓
road	IV	4	12	5	0	466-1	401	*	✓
roar	VI	0	7	7	2	4	—		
roast(ed)	VIII	0	0	5	0	4	—		
rob	VIII	0	1	2	3	4	—		
robber	VII	0	1	2	0	4	—		
robin(s)	IV	4	4	4	0	4	—		✓
rock	VI	1	5	5	2	250-1	185	*	
rode	VI	5	5	14	1	460-2	—	*	✓
roll(ed)	III	12	6	3	3	3	—	*	✓
roof	VI	4	11	10	1	398-1	308	*	✓
room	V	3	2	8	3	764-2	—	*	✓
rooster	III	8	8	2	1	178-1	—	*	✓
root	VI	1	1	9	2	508-1	273	*	✓
rope	VI	4	4	8	4	1485-3	—		✓
rose	VI	2	4	7	2	580-1	—	*	
rough	VIII	0	0	3	6	535-2	—	*	✓

1	2	3	4	5	6	7	8	9	10
round	III	11	9	2	0	197-1	224	*	✓
row	VII	1	3	7	4	641-2	—	*	
rub	VI	2	2	11	2	1176-2	—		✓
rubber	VIII	2	5	3	6	1371-3	—		✓
rug	VIII	0	2	4	3	2	—		
rule	VIII	0	1	3	3	848-2	—		
run	I-II	26	7	1	0	40-2	95	*	✓
rush	VIII	0	1	4	7	3	—		
sack	VII	0	0	4	1	3	—		
sad	VI	0	2	10	3	1009-2	—		
saddle	VIII	1	0	2	3	—	—		
safe	VI	2	3	13	0	1315-3	—		
safety	VII	1	2	5	2	4	—		
said	I-II	26	3	0	0	145-1	6	*	✓
sail	VI	2	5	9	3	547-2	—	*	
sailor	VII	0	1	5	6	3	—		
salt	VIII	0	4	3	3	968-2	—	*	
salute(d)	VIII	0	1	4	0	4	—		
same	VI	1	4	11	4	585-2	—	*	✓
sand	VI	2	4	7	1	514-2	—	*	✓
sandwich	VI	0	3	2	1	701-4	—	*	
sang	IV	4	9	3	1	581-2	225	*	✓
Santa Claus	IV	7	4	4	0	341-1	—	*	✓
sat	III	14	10	1	0	394-1	164	*	✓
Saturday	VI	3	4	8	2	4	—		
saucer	VII	0	2	4	0	4	—	*	
save(ing) (ed)	VII	0	1	9	1	1276-3	—	*	
saw	I-II	26	2	0	0	64-1	58	*	✓

1	2	3	4	5	6	7	8	9	10
say(s)(ing)	I-II	18	11	4	0	76-1	92	*	✓
scare(d)	VIII	0	0	4	2	4	—	*	✓
scarecrow	VII	0	3	6	0	4	—		
scarlet	VIII	0	0	4	2	4	—		
scatter	VIII	0	1	4	4	—	—		
school	I-II	19	7	3	0	125	176	*	✓
scissors	VI	2	1	3	1	440-1	—	*	✓
scold	VII	0	2	7	7	4	—		
scramble(d)	VII	0	0	4	1	4	—		
scratch	V	2	7	4	3	4	—		
scream(ed)	VII	2	0	7	7	4	—		
scrub(bing)	VIII	2	1	0	6	4	—		
sea	VI	0	7	10	1	362-1	—		✓
search	VIII	0	0	5	3	4	—		
seashore	VIII	0	0	4	0	4	—		
seat(ed)	VI	1	7	7	5	402-1	—	*	✓
seaweed	VII	0	0	3	0	4	—	*	
second	VI	1	2	11	3	973-2	—		
secret	VII	0	3	5	5	3	—		
see(s)	I-II	29	1	0	0	18-1	45	*	✓
seed	IV	4	9	9	1	388-1	415	*	
seek	V	2	3	3	2	4	—		
seem	VI	0	2	13	0	896-2	—	*	✓
seen	V	3	8	8	1	810-2	440	*	
see-saw	V	2	6	0	0	4	—		
seize	VIII	0	0	3	4	—	—		
selfish	VIII	0	1	2	5	4	—	*	✓
sell	VI	0	9	7	3	635-2	—	*	✓
send	VI	2	5	4	4	699-2	—		

1	2	3	4	5	6	7	8	9	10
sent	VII	2	2	6	0	1161-2	—	*	✓
sentence	VIII	0	1	3	4	3	—		
September	VIII	0	0	3	2	4	—		
servant	VIII	0	0	7	6	4	—		
serve(d)	VIII	0	2	3	4	4	—		
set	VI	2	5	10	3	351-1	—	*	✓
settle(d)	VIII	0	0	2	6	—	—		
seven	V	2	9	7	5	353-1	—	*	✓
several	VIII	0	1	6	8	1248-3	—	*	
sew(ed)	VIII	1	1	6	9	886-2	—	*	
shade	VIII	0	0	6	3	3	—		✓
shadow	VII	0	3	5	4	4	—		
shake	V	4	5	6	3	562-2	441	*	✓
shall	III	12	12	0	0	163-1	154		
shape(d)	VII	0	0	6	4	3	—		
sharp	VIII	0	3	5	7	1249-3	—		
shawl	VII	0	0	6	3	4	—		
she	I-II	26	3	0	0	53-1	17	*	✓
shed	VIII	0	0	0	6	4	—		
sheep	III	9	10	2	1	493-1	222	*	✓
sheet	VII	0	0	3	3	3	—	*	
shelf	VII	0	2	4	3	3	—	*	
shell	VI	0	3	13	1	1496-3	—	*	
shelves	VII	0	2	4	0	—	—	*	
shepherd	VIII	0	0	4	4	4	—	*	
shine	V	2	11	4	1	1082-2	—		
shiny	VII	0	3	2	2	—	—		
ship	VII	0	0	9	7	469-1	—		
shirt	VIII	0	0	2	4	1422-3	—		

1	2	3	4	5	6	7	8	9	10
shivered	VIII	0	0	2	5	—	—	*	✓
shoe(s)	V	6	7	7	1	166-1	357		
shoemaker	VI	0	2	4	0	4	—		
shone	VIII	1	1	7	6	4	—	*	✓
shook	VI	4	8	11	2	3	—	*	
shoot	VIII	2	1	0	5	1337-3	—		
shop	VII	2	2	7	3	646-2	—		
shore	VII	0	1	8	6	3	—		
short	VI	2	7	8	4	614-2	—		✓
shorter	VII	0	1	8	4	—	—		✓
shot	VII	0	0	3	0	3	—	*	✓
should	V	1	14	9	4	—	—	*	✓
shoulder	VIII	0	0	3	0	684-2	452	*	
shout(ed)	VI	1	4	6	9	4	—	*	
shovel	VIII	1	1	10	5	779-3	—		
show(ed)	IV	7	19	2	5	—	332	*	✓
shower	VII	0	2	6	0	231-1	—	*	
shut	VI	3	7	3	3	4	—		✓
sick	VI	2	4	9	2	756-2	426	*	✓
side	V	0	10	7	3	1078-2	—	*	✓
sidewalk	VIII	0	1	10	0	769-2	432		
sigh	VIII	0	1	3	2	813-2	—	*	
sight	VI	0	1	3	4	4	—		
sign(s)	VI	1	11	10	4	1194-3	—		
signal	VII	0	1	8	4	1149-2	—	*	
silk	VIII	0	1	4	2	3	—		
sill	VIII	0	0	3	8	1025-2	—		
silly	VII	0	5	4	2	—	—		
silver	VI	0	2	12	5	3	—	*	
						1228-3	—		

1	2	3	4	5	6	7	8	9	10
since	VIII	1	2	6	5	1160-3	—	*	✓
sing	I-II	16	8	5	3	109-1	160		
singer	VIII	0	0	0	3	1474-3	—		
single	VIII	0	0	3	2	—	—		
sink	VIII	0	0	2	3	—	—		
sir	VII	1	0	6	3	1308-3	—	*	✓
sister	IV	5	8	8	1	186-1	368	*	✓
sit(ting)	III	13	7	5	1	126-1	278	*	✓
six	V	5	9	5	3	93-1	—	*	✓
size	VII	0	2	3	3	3	—		
skate	VII	0	4	6	4	687-2	—	*	
skin	VII	0	1	8	3	1012-2	—	*	✓
skip	VI	3	3	8	1	549-2	—		
skirt	VIII	0	1	3	4	—	—		
sky	V	3	9	8	0	247-1	—	*	✓
slap(ped)	VIII	0	1	0	6	—	—		
slave	VIII	0	1	1	3	—	—		
sled	IV	3	8	6	1	—	—	*	✓
sleep(ing)	I-II	16	10	1	1	360-1	—	*	✓
sleepy	IV	5	2	2	0	169-1	194	*	✓
sleeves	VIII	0	1	2	5	—	—	*	
sleigh	VIII	0	1	2	3	4	—		
slept	VII	0	3	3	4	4	—		
slid	VIII	0	1	1	6	—	—		
slide	V	1	6	3	2	1030-2	—	*	✓
slip(ped)	VIII	1	1	7	6	3	—	*	
slipper(s)	VII	0	1	5	1	3	—	*	
slippery	VIII	0	0	1	5	—	—	*	
slow	V	0	7	4	0	917-2	—	*	✓

1	2	3	4	5	6	7	8	9	10
slowly	VII	0	5	7	1	4	—		
sly	VII	0	1	4	3	737-2	—	*	✓
small	V	0	8	6	0	396-1	433		
smaller	VI	0	3	2	1	1	—		
smallest	VI	0	2	3	0	1	—		
smell(ed)	V	5	7	5	3	990-2	—	*	
smile(d)	VI	0	5	14	2	796-2	—	*	
smoke	VI	0	2	10	5	1026-2	—	*	✓
smooth	VIII	0	1	8	5	1488-3	—	*	
snail(s)	VIII	1	0	3	4	—	—		
snake	VII	0	1	6	2	3	—		
snap	VI	1	1	9	4	3	—		
sneeze	VII	0	1	3	1	4	—		
sniff(ed)	VII	3	1	4	3	3	—		
snow	IV	7	13	2	0	119-1	290	*	✓
snowball	VII	2	0	4	0	3	—		
snowflakes	VI	0	4	5	2	632-2	—		
snug	VIII	0	1	1	5	—	—		
so	I-II	22	5	0	0	240-1	65	*	✓
soap	VIII	1	0	3	3	610-2	—		
sob(bing)	VII	0	1	4	2	4	—		
soft	V	3	10	5	0	383-1	—	*	✓
softly	VII	2	1	4	1	3	—		
sold	VI	0	5	9	3	871-2	—	*	✓
soldier	VI	1	3	7	3	579-2	—	*	✓
some	I-II	26	2	0	0	274-1	53	*	✓
somebody	VI	1	1	5	0	1344-3	—	*	✓
someone	V	1	2	1	0	1053-2	—	*	✓
something	IV	11	11	1	0	732-2	218	*	✓

1	2	3	4	5	6	7	8	9	10
sometime	V	2	14	5	0	637-2	358		
somewhere	VII	0	2	4	2	4	--		
son	VI	0	1	9	4	651-2	--		
song	IV	5	8	5	3	337-1	259	*	✓
soon	I-II	19	9	1	1	189-1	119	*	
sorry	VI	0	7	12	3	1412-3	--		
sort	VIII	0	2	3	6	4	--		
sound	VI	2	4	15	0	1018-2	--	*	
soup	VI	3	3	8	2	736-2	--	*	✓
south	VI	0	2	11	3	1138-2	--		
spade	VI	1	4	5	2	4	--		
spark	VIII	0	0	4	4	4	--		
sparkle	VII	0	2	7	5	4	--		
sparrow	VII	0	3	4	4	4	--		
speak	VII	0	1	10	6	1196-2	--	*	✓
spear	VIII	0	0	2	3	--	--		
speckle(d)	VII	0	1	7	1	--	--		
speeding	VIII	0	0	2	3	--	--		
spend(ing)	VIII	0	0	6	6	3	--		
spider	VII	0	2	6	5	624-2	--	*	
spill(ed)	VIII	0	0	5	4	749-2	--	*	
spin	VI	2	3	4	5	1077-2	--		
splash(ed)	V	3	8	8	0	697-2	--		
splendid	VIII	0	0	3	3	4	--		
spoil(ed)	VIII	0	0	4	3	4	--		
spoke	VIII	0	0	1	7	3	--		
spoken	VIII	0	0	5	4	3	--	*	
spoon	VIII	1	4	0	5	781-2	--		
spot	IV	7	4	5	0	1408-3	--		

1	2	3	4	5	6	7	8	9	10
sprang	VIII	6	0	3	3	4	—		
spray	VIII	0	0	2	2	—	—	*	✓
spread	VI	0	5	11	5	4	—	*	
sprig	V	0	12	8	0	832-2	—		
sprinkle	VII	0	1	4	2	4	—		
spun	VIII	0	0	1	5	—	—	*	✓
square	VII	0	0	7	2	1003-2	—		
squeak(y)	VII	1	1	9	1	4	—		
squeal(ed)	VIII	2	0	3	3	4	—		
squeeze	VIII	0	1	2	3	4	—		
squirrel	IV	6	12	4	0	461-1	346	*	✓
stable	VIII	0	0	1	2	4	—	*	
stairs	VII	4	1	9	0	1436-3	—		
stalk	VIII	0	0	2	2	4	—		
stall	VII	1	0	3	1	—	—		
stamp	VII	0	4	5	5	1361-3	—		
stand	IV	7	13	6	1	818-1	317	*	✓
star	VI	4	6	7	6	432-1	—	*	✓
stare	VIII	0	0	6	6	4	—		
start(ed)	V	2	11	8	2	407-1	—	*	✓
starve	VIII	0	0	3	3	—	—		
state	VIII	0	1	2	1	1311-3	—	*	✓
station	VIII	1	6	3	3	4	—		
statue	VIII	0	0	2	3	—	—		
stay	IV	4	19	3	0	545-1	359	*	✓
steal(ing)	VII	0	0	5	0	—	—	*	
steep	VIII	1	0	3	2	—	—	*	
steeple	VII	0	0	4	4	—	—		
stem	VII	0	2	6	2	4	—	*	✓

1	2	3	4	5	6	7	8	9	10
step(s)	V	1	12	9	2	885-2	—	*	✓
stick(s)	V	6	14	7	1	381-1	304	*	✓
stiff	VIII	0	1	4	7	3	—	*	
still	V	6	10	6	0	690-4	206		✓
sting	VI	2	2	3	3	3	—		
stirred	VIII	0	1	3	6	3	—		
stitch	VIII	0	0	2	4	—	—		
stocking(s)	VI	3	6	6	2	942-1	382	*	✓
stole	VIII	0	0	1	5	—	—	*	
stone	VI	3	7	10	1	911-2	442		
stood	V	4	9	9	0	1174-2	—		
stool	VIII	0	1	3	2	1046-2	—		
stoop(ed)	VII	0	0	4	1	4	—		
stop(ped)	I-II	21	12	0	1	67-1	129	*	✓
store	IV	12	8	9	0	465-1	—	*	✓
storekeeper	V	1	2	1	1	3	—		
stories	V	1	6	2	0	—	—		
stork	VIII	0	0	3	4	4	—		
storm	VIII	0	0	4	9	3	—		
story	III	12	7	2	0	147-1	327	*	✓
stove	VIII	0	0	2	6	1312-3	—	*	✓
straight	VI	1	7	5	4	1072-3	—	*	✓
strange	VI	0	2	12	3	1460-3	—		
straw	VI	3	5	15	1	1233-3	—	*	✓
strawberries	VIII	0	0	8	5	—	—	*	
stream	VII	0	0	3	5	1444-3	—		
street	IV	10	12	9	0	271-1	237	*	✓
stretched	VII	1	1	7	8	4	—		
strike	VII	0	0	5	1	955-2	—		

1	2	3	4	5	6	7	8	9	10
string	V	3	9	8	0	956-2	—	*	✓
stripes	VII	1	2	3	5	4	—		
stroke	VII	0	1	4	2	4	—		
strong	VI	0	6	9	2	1065-2	434	*	
stronger	VI	0	4	1	0	2	—		
struck	VIII	1	2	3	8	4	—		
stuck	VI	0	4	6	5	1428-3	—	*	✓
study(ing)	VIII	0	0	2	6	—	—	*	✓
stuff(ed)	VIII	1	0	2	3	—	—	*	✓
stumble(d)	VIII	0	1	2	4	—	—		
stung	VII	0	1	3	2	4	—		
such	VI	1	2	10	2	860-2	—	*	✓
sudden(ly)	VI	0	0	16	3	1244-3	—		
suffer	VIII	0	1	1	4	—	—		
sugar	VI	3	6	7	3	292-1	—	*	✓
suit	VI	3	6	7	2	1145-2	—	*	✓
summer	V	2	11	12	1	345-1	—	*	✓
sun	III	13	6	2	0	128-1	244	*	✓
Sunday	VI	0	2	3	2	1090-2	—	*	✓
sunny	VII	0	2	7	1	4	—		
sunshine	VI	0	4	7	1	1015-1	—	*	✓
supper	V	1	8	8	2	616-2	—	*	✓
suppose	VII	0	0	11	5	1052-3	—	*	✓
sure	VI	0	5	13	2	927-2	—	*	✓
surely	VII	0	1	2	1	2	—		
surprise	V	6	6	9	1	1298-2	—		
swallow	VIII	0	0	4	6	1406-3	383		
swam	VI	3	2	7	2	4	—		
swan	VIII	0	1	3	5	4	—		

1	2	3	4	5	6	7	8	9	10
sweater	VII	1	2	1	2	811-2	—	*	✓
sweep(ing)	V	3	7	1	4	4	—	*	✓
sweet	VI	6	5	7	4	873-2	—	*	✓
swept	VII	2	2	5	2	4	—		
swift(ly)	VIII	0	0	4	7	4	—		
swim	IV	4	13	2	0	766-2	—	*	✓
swing(ing)	V	3	8	6	4	782-2	—	*	✓
swung	VI	0	3	3	4	4	—		
table	I-II	20	4	4	0	149-1	219	*	✓
tag	VII	2	0	6	1	827-2	—	*	
tail	III	14	9	3	0	483-1	172	*	
take	I-II	18	9	0	0	317-1	147	*	✓
tale	VII	0	1	6	5	4	—		
talk	IV	8	12	7	1	507-1	410	*	✓
tall	VI	0	6	4	3	4	—		✓
tame	VIII	0	2	1	3	4	—		✓
tap(ping)	V	2	6	5	1	901-2	—		
tar	VI	1	2	2	1	4	—		
taste(d)	VI	2	5	12	5	630-3	—		
taught	VII	1	1	9	6	4	—		
tea	VII	1	3	4	5	1296-3	—		
teach	VI	0	2	9	5	1399-3	—		
teacher	IV	6	10	4	0	1189-1	—	*	✓
tear	VII	0	2	6	6	1188-3	—	*	✓
tease(d)	VII	0	1	4	3	4	—		
teeth	V	5	9	7	2	878-2	—	*	✓
telephone	VII	2	5	5	4	997-2	—	*	✓
tell	IV	8	16	1	0	395-1	125	*	✓

1	2	3	4	5	6	7	8	9	10
ten	IV	5	7	6	3	152-1	392	*	✓
tent	VI	1	4	7	2	1208-3	—	*	
terrible	VII	0	0	8	2	1309-3	—		✓
than	V	2	12	3	1	527-1	363	*	✓
thank	I-II	23	3	2	0	326-1	143	*	
thankful	VIII	0	1	2	5	—	—		
Thanksgiving	VI	4	3	4	2	531-1	323	*	✓
that	I-II	23	5	0	0	97-1	34	*	✓
that's	VII	0	1	5	1	—	—	*	✓
the	I-II	29	0	0	0	1-1	1	*	✓
their	IV	10	13	0	0	137-1	190	*	✓
them	I-II	23	5	0	0	61-1	35	*	✓
themselves	VI	1	0	13	3	891-2	—	*	✓
then	I-II	26	2	0	0	485-1	41	*	✓
there	I-II	22	5	1	0	219-1	50	*	✓
there's	VIII	0	0	3	1	1272-3	—	*	✓
these	V	3	14	7	0	200-1	451	*	✓
they	I-II	27	1	0	0	51-1	16	*	✓
thick(ly)	VII	0	1	8	5	3	—		✓
thief	VIII	0	0	3	2	4	—		
thin	VII	0	0	11	3	1232-3	—		
thing(s)	III	12	10	0	3	443-1	212	*	✓
think	IV	8	8	4	0	474-1	159	*	✓
third	VII	0	2	8	3	1081-3	—		
thirsty	VII	0	2	6	2	1217-3	—	*	
this	I-II	28	0	0	0	94-1	60	*	✓
thorn	VII	0	2	6	3	4	—		
those	VI	0	4	8	2	283-1	—	*	✓
though	VII	0	1	9	3	1172-3	—	*	✓

1	2	3	4	5	6	7	8	9	10
thought	V	1	14	6	0	936-2	324	*	✓
thousand	VIII	0	0	3	7	1255-3	—	*	✓
thread	VI	0	4	6	4	3	—	*	✓
three	I-II	20	5	1	0	315-1	101	*	✓
threw	V	3	10	9	2	4	—		
throat	VII	0	3	1	4	3	—		
throne	VIII	0	0	4	5	—	—		
through	VI	0	9	13	0	587-2	—	*	✓
throw	VI	6	3	6	6	905-2	—	*	✓
thunder	VIII	0	0	4	4	—	—		
Thursday	VIII	0	1	1	4	4	—		
tick	VI	0	3	1	4	4	—		
ticket(s)	VIII	0	3	4	1	765-2	—		
tidy	VII	0	0	4	5	1226	—	*	
tie(d)	VI	3	8	12	2	3	—	*	✓
tiger	V	1	6	2	1	495-1	—	*	
tight	VII	0	2	2	1	563-2	—	*	
till	V	2	5	11	7	1116-2	—	*	✓
time	III	15	10	5	0	953-2	333	*	✓
timid	VIII	0	0	0	2	150-1	126	*	✓
tin	VIII	1	3	3	5	4	—		
tinkle	VIII	2	0	2	5	4	—		
tiny	VI	1	5	12	2	4	—	*	✓
tip	VIII	1	3	2	6	—	349	*	
tip-toe	VIII	0	1	3	1	4	—		
tire(d)	V	4	14	10	1	1268-2	2	*	✓
to	I-II	29	0	0	0	4-1	—	*	✓
toad	VI	0	3	4	1	4	—		
today	IV	8	4	6	0	308-1	435	*	✓

1	2	3	4	5	6	7	8	9	10
toe	VI	1	5	6	2	642-2	—	*	✓
together	V	0	13	8	1	500-1	—	*	✓
told	V	5	10	7	0	600-1	247	*	✓
tomorrow	VI	3	6	7	2	631-2	—	*	✓
tongue	VIII	1	0	6	7	3	—	*	
tonight	VI	0	3	7	0	876-2	—		
too	I-II	25	2	0	0	194-1	88	*	✓
took	III	14	12	1	0	806-1	144	*	✓
tool(s)	VII	0	2	3	4	1022-2	—		
tooth	VIII	0	1	5	0	865-2	—	*	
top	IV	6	14	8	0	105-1	305	*	✓
tore	VIII	0	0	3	2	4	—		
torn	VIII	0	2	4	5	1318-3	—		
tortoise	VII	0	0	3	0	4	—		
toss	VI	0	2	9	4	1368-3	—		
touch	VII	0	2	7	7	1205-3	—	*	✓
toward	VII	0	0	14	4	4	—		
towel	VII	1	2	2	2	—	—	*	
tower	VIII	0	2	2	2	—	—	*	
town	V	6	6	5	5	4	—		
toy(s)	IV	8	5	10	1	686-1	325	*	✓
track	VI	3	5	6	1	363-1	312	*	✓
trade	VIII	0	5	6	3	1336-3	—	*	✓
traffic	VIII	0	0	3	6	3	—		
trail(ing)	VIII	0	0	3	3	3	—		
train	III	11	9	2	5	—	—	*	✓
tramp(ing)	VIII	0	0	5	2	190-1	—		
trap	VI	0	0	3	4	1476-3	—		
travel(ing)	VII	0	1	6	4	4	—		

1	2	3	4	5	6	7	8	9	10
tray	VIII	0	0	1	6	—	—		
treasure	VIII	0	0	3	2	—	—		
treat(ed)	VIII	0	0	4	4	4	—		
tree(s)	I-II	21	7	0	0	69-1	110	*	✓
trembling	VIII	0	0	5	7	4	—		
trick(s)	V	5	9	8	0	3	—		
tried	V	4	8	2	0	1292-2	350		
trim(med)	VII	0	1	7	3	4	—		
trip(ping)	VIII	0	1	4	5	1083-2	—		
trot(ted)	VII	0	3	4	4	4	—		
trouble	VII	0	2	9	4	1805-3	—		
trousers	VII	1	4	7	4	3	—		
truck	V	0	9	5	2	1486-3	—	*	✓
true	VI	0	3	11	4	1265-3	—	*	
trunk	V	1	7	6	4	4	—		
truth(ful)	VIII	0	1	2	6	—	—		
try(ing)	V	1	12	5	1	321-1	—	*	✓
tub	VI	2	3	6	1	3	—	*	
tuck(ed)	VII	0	0	7	2	4	—		
tug(ged)	VIII	0	1	5	2	3	—		
tumble(ing)	VII	1	1	9	3	3	—		
tune	VII	0	1	4	3	4	—		
tunnel	VII	0	0	4	3	4	—		
turkey(s)	V	5	8	6	2	803-2	320	*	✓
turn(ed)(s)	V	3	12	8	0	609-1	306	*	
turnip	VII	0	1	4	3	4	—		
turtle	VI	3	3	9	1	910-2	—		✓
twelve	VIII	1	1	5	4	773-2	—	*	✓
twenty	VIII	0	1	6	5	816-2	—	*	✓

1	2	3	4	5	6	7	8	9	10
twice	VIII	0	1	4	8	3	—		
twigs	VII	1	5	6	4	1467-3	—	*	✓
twinkle	VII	1	1	8	6	4	—		
twins	VIII	0	0	4	4	1319-3	—		
two	I-II	24	3	0	0	32-1	100		
ugly	VI	0	0	8	3	3	—		
umbrella	VI	2	5	8	3	648-2	—	*	✓
uncle	VI	2	6	6	3	828-2	—	*	✓
under	I-II	19	8	1	0	159-1	180	*	✓
understand	VII	0	0	5	2	—	—		
understood	VIII	0	0	1	3	4	—		
unhappy	VII	0	1	10	1	3	—		
uniform	VIII	0	1	3	2	—	—		
unless	VIII	0	0	4	4	4	—		
untied	VIII	0	0	3	3	4	—		
until	V	1	13	8	1	990-2	—	*	✓
unto	VIII	0	0	2	2	—	—		
up	I-II	27	2	0	0	45-1	37	*	✓
upon	V	2	8	5	0	183-1	—	*	✓
upset	VIII	0	0	2	2	4	—	*	✓
upstairs	VII	1	3	6	0	665-2	—		
us	I-II	16	8	1	0	59-1	127	*	✓
use(d)	VI	1	7	12	2	421-1	—	*	✓
vacation	VIII	0	0	1	4	—	—		
Valentine	VI	2	4	5	0	515-2	—		
valley	VIII	0	0	2	7	—	—		
vegetables	VII	0	5	9	3	3	—		

1	2	3	4	5	6	7	8	9	10
velvet	VIII	0	0	2	3	4	—		
very	I-II	16	10	0	0	182-1	113	*	✓
vest	VII	0	0	3	1	4	—		
village	VII	0	0	9	7	4	—		
vine	VI	0	4	4	3	3	—		
violet	VII	1	1	3	2	3	—		
visit	V	1	9	11	3	1350-3	—		
visitor(s)	VIII	0	0	1	3	592-2	—		
voice	VI	1	8	1	2	—	364		
voyage	VIII	0	0	9	2	1317-2	—		
waddle	VII	0	3	2	5	—	—		
wade	VII	1	1	5	0	4	—		
wag(ged)	VI	2	4	5	2	—	—		
wagon	IV	6	7	5	3	675-2	—		
wait(ed)(ing)	V	4	15	7	2	620-2	—	*	✓
wake(d)	III	11	3	4	0	814-2	313	*	✓
walk(ed)	I-II	17	15	5	0	1019-2	264	*	
wall(s)	V	3	5	7	0	226-1	226	*	✓
walnut	VIII	0	0	3	4	339-1	—	*	✓
wand	VIII	0	1	4	2	—	—		
wander	VIII	0	0	3	6	—	—		
want(ed)	I-II	28	6	0	0	154-1	67	*	✓
war	VIII	0	1	2	5	1289-3	—	*	✓
warm	IV	4	12	6	0	306-1	285	*	✓
was	I-II	28	3	0	0	77-1	14	*	✓
wash(ed)(ing)	IV	8	9	6	1	476-2	—	*	✓
Washington	VII	0	3	4	3	—	—		✓
wasn't	VII	0	0	4	0	3	—	*	✓

1	2	3	4	5	6	7	8	9	10
watch(ed)	V	2	17	5	0	555-1	417	*	✓
water	I-II	20	10	1	0	60-1	116	*	✓
wave	VI	0	7	9	4	812-2	—		
wax	VIII	0	1	2	5	—	—		
way	I-II	16	8	0	0	155-1	155	*	✓
we	I-II	26	1	0	0	21-1	36	*	✓
wear	V	2	8	8	2	1035-2	—	*	✓
weather	VIII	0	0	6	6	4	—		
weave	VIII	0	0	3	3	—	—		
web	VII	0	2	3	4	980-2	—		
wedding	VIII	0	0	1	3	—	—		
wee	III	10	5	1	0	578-1	96		✓
weed	V	2	5	3	3	4	—	*	
week	VI	1	6	13	1	928-2	—		
weep	VIII	0	2	0	2	4	—		
weigh(ed)	VIII	0	2	4	3	4	—		
welcome	VII	0	1	8	4	4	—		✓
well	V	5	5	3	0	101-2	—	*	✓
we'll	VII	0	1	3	0	775-2	—	*	✓
went	I-II	26	3	0	1	136-1	22	*	✓
were	I-II	23	3	0	0	142-1	61	*	✓
west	VII	0	2	6	3	960-2	—	*	✓
wet	V	2	6	8	2	273-1	—		
whale	VII	0	2	5	2	4	—		✓
what	I-II	28	1	0	0	91-2	23	*	✓
whatever	VIII	0	0	4	1	4	—		
what's	VIII	0	0	3	1	1341-3	—	*	✓
wheat	VI	1	5	9	2	572-2	—	*	✓
wheel	VI	1	6	5	4	884-2	411	*	✓

1	2	3	4	5	6	7	8	9	10
when	III	13	11	0	0	127-1	78	*	✓
whenever	VII	0	0	3	1	4	—		
where	I-II	19	6	0	0	220-1	89	*	✓
wherever	VII	0	0	5	3	4	—		
whether	VIII	0	0	3	7	—	—		
which	IV	6	9	6	0	205-1	—	*	✓
while	IV	1	11	9	0	706-2	384	*	✓
whip	VIII	0	2	3	5	1365-3	—	*	
whirl	VIII	0	0	4	3	4	—		
whisk	VIII	0	0	2	2	—	—		
whiskers	VIII	0	0	1	3	—	—		
whisper(ed)	VII	0	4	6	5	3	—		
whistle	VI	3	4	11	3	3	—		
white	I-II	24	4	0	0	117-1	98	*	✓
whiz(zing)	VII	0	4	4	0	4	—	*	✓
who	I-II	23	1	0	0	62-1	82	*	✓
whoa	VII	1	1	4	2	4	—	*	✓
whole	VI	0	2	4	6	1002-3	—	*	✓
whom	VII	0	0	12	3	792-2	—	*	✓
whose	VIII	1	1	5	3	591-2	—	*	✓
why	IV	8	15	3	7	222-1	—	*	✓
wicked	VIII	0	0	1	0	4	162	*	✓
wide	VI	0	5	14	5	984-2	—	*	
wife	VI	1	2	9	4	1155-2	—		
wiggle	VII	1	2	5	1	—	—		
wigwam	VII	0	2	7	5	992-2	—		
wild	VI	1	1	9	4	1285-3	—		
will	I-II	28	3	0	0	276-1	13	*	✓
willow	VII	0	1	5	2	4	—		

1	2	3	4	5	6	7	8	9	10
win(s)	V	2	8	2	3	1197-2	453	*	✓
wind	III	9	10	4	0	216-1	198		
windmill	VIII	1	1	1	2	—	—	*	✓
window	III	13	7	6	0	280-1	208		
wing	V	4	8	9	1	719-2	—		
wink(ed)	VI	0	1	8	4	3	—		
winter	V	0	17	8	0	219-1	—	*	✓
wipe	VIII	0	0	1	5	—	—	*	✓
wire	VIII	0	1	2	3	4	—	*	
wise	VI	0	5	5	6	1400-3	—		
wish(ed) (ing)	IV	8	13	7	1	92-1	265	*	✓
witch	VIII	0	2	2	5	4	—		
with	I-II	29	0	0	0	272-1	25	*	✓
within	VIII	0	0	2	3	1054-3	—		
without	V	3	6	6	0	920-2	—		✓
woke	V	3	6	5	2	4	—		
wolf	V	2	6	5	6	442-1	360	*	
wolves	VII	0	1	4	1	4	—		
woman	V	6	5	6	3	450-1	209	*	✓
women	VI	1	2	7	3	1020-3	—		
won	VII	1	3	5	4	1401-3	—	*	✓
wonder	VI	0	6	10	3	1237-3	—		
wonderful	VII	0	0	12	4	3	—		✓
won't	VII	0	2	9	0	835-2	—	*	✓
wood(s)	IV	10	11	4	0	294-1	369	*	✓
woodcutter	VII	0	1	5	1	4	—		
wooden	VII	0	3	8	0	4	—		
woodpecker	VII	0	1	7	2	877-2	—	*	✓
wool(ly)	VII	3	6	4	4	4	—		
word	VI	1	8	10	2	845-2	—	*	

1	2	3	4	5	6	7	8	9	10
wore	VI	0	3	9	5	853-2	—	*	✓
work(ed)	IV	10	16	4	1	79-1	341		
world	VI	0	7	13	4	1042-3	—	*	✓
worm(s)	V	2	12	4	2	3	328		
worry	VII	0	1	6	5	4	—		
worse	VIII	0	0	2	4	4	—		
worth	VIII	0	1	4	4	3	—		
would	IV	7	16	0	0	195-1	142	*	✓
wouldn't	VIII	0	0	3	2	1323-3	—		✓
wound	VIII	0	0	3	5	4	—		
wove	VIII	0	0	1	5	—	—		
wrapped	VIII	0	1	4	6	4	—		
wren	VIII	0	1	4	2	4	—		
wrinkle	VIII	0	1	2	3	—	—		
write	VI	1	5	5	5	303-1	—	*	✓
written	VIII	0	0	2	5	1	—	*	✓
wrong	VII	0	2	6	8	1379-3	—		
wrote	VI	2	5	4	3	1372-3	—		
yard	IV	6	13	5	0	536-2	342	*	✓
yawned	VIII	0	1	0	4	—	—	*	✓
year	VI	2	6	13	1	788-2	—		
yelling	VIII	0	0	1	4	—	—		
yellow	III	14	9	2	0	304-1	201	*	✓
yes	I-II	22	3	0	0	120-1	114	*	✓
yesterday	VI	0	4	6	4	748-2	—	*	✓
yet	VII	0	2	6	4	908-2	—	*	✓
you	I-II	29	0	0	0	6-1	12	*	✓
young	VII	0	0	11	4	1122-2	—		
your	I-II	26	1	1	0	41-1	69	*	✓
yourself	VI	0	2	9	0	898-2	—	*	

Supplementary word list. On pages 132-134 is a supplementary list giving data concerning eighty-seven words appearing in the Gates 1935 list and not appearing in the preceding list of 2,000 most important words in primary reading, because of very infrequent or no appearance in twenty-nine primers, twenty-six first readers, twenty second readers, and eleven third readers utilized as sources for the vocabulary data compiled.

Words not in the Gates 1935 list but in Stone's list of two thousand words. The data for the words in the list on pages 135 and 136 indicate that there are some words of considerable importance in primary reading which were missed by the method by which Gates derived his 1935 list of 1,811 word forms. The word *school* appears in nineteen of the twenty-nine primers, and in seven first readers and three second readers as a new word, but is not in the Gates list. The word *else* appears in thirteen of twenty second readers but does not appear in the Gates list. In the list that follows there are ten words appearing as new words in five or more of the twenty second readers studied, a greater range of use than many of the Gates words which rate as second-reader words. There are twenty-two other words appearing as new words in five or more of the eleven third readers studied, a greater range of use than most of the Gates words rating as third-reader words.

Large vocabularies revealed. All the studies of the vocabulary of a number of reading books designed for a particular level have shown wide variation in the vocabularies of the different books and a surprisingly large total vocabulary.

DATA FOR 87 GATES WORDS OF 1935 NOT IN STONE'S LIST OF 2,000 WORDS

1	2	3	4	5	6	7
Words	1935 Gates List	1932 Thorndike List	No. of 29 Primers New Word	No. of 26 First Rds. New Word	No. of 20 Second Rds. New Word	No. of 11 Third Rds. New Word
age	2nd 500	1st 1000	0	0	0	2
aren't	3rd 500	9th 1000	0	0	1	1
art	2nd 500	1st 1000	0	0	0	0
beak	3rd 500	5th 1000	0	1	1	1
bookkeeper	3rd 500	14th 1000	0	0	0	0
bough	3rd 500	3rd 1000	0	0	1	0
butcher	3rd 500	3rd 1000	0	1	1	0
buttercup	2nd 500	3rd 1000	0	0	2	0
chapter	2nd 500	4th 1000	1	0	0	0
chipmunk	2nd 500	18th 1000	0	0	1	1
cough	2nd 500	4th 1000	0	0	1	1
couldn't	3rd 500	3rd 1000	0	0	2	1
cradle	1st 500	3rd 1000	1	0	1	3
crayon	1st 500	13th 1000	0	2	1	1
cute	3rd 500	9th 1000	0	0	0	0
dad	2nd 500	12th 1000	0	0	0	0
dandelion	3rd 500	7th 1000	0	0	1	1
dine	4th 500	2nd 1000	0	1	1	2
divide	2nd 500	1st 1000	0	0	0	2
dot	3rd 500	2nd 1000	2	1	0	1
dozen	3rd 500	2nd 1000	0	1	1	2
firefly	3rd 500	12th 1000	0	0	1	1
forgive	4th 500	3rd 1000	0	0	1	2
frank	3rd 500	2nd 1000	0	0	0	0

1	2	3	4	5	6	7
Friday	4th 500	2nd 1000	0	0	0	3
frolic	4th 500	5th 1000	1	0	0	1
gain	3rd 500	1st 1000	0	0	0	1
gee	3rd 500	13th 1000	0	0	0	1
goody	3rd 500	6th 1000	0	1	0	1
grandma	1st 500	4th 1000	1	1	1	2
grandpa	1st 500	4th 1000	1	1	1	0
grin	3rd 500	4th 1000	0	0	1	2
gruff	2nd 500	5th 1000	0	1	1	0
gum	3rd 500	5th 1000	0	0	2	0
hail	4th 500	2nd 1000	0	0	1	1
hath	4th 500	4th 1000	0	0	0	0
hey	3rd 500	11th 1000	0	0	1	0
hillside	4th 500	4th 1000	0	0	0	1
hive	4th 500	4th 1000	0	0	1	2
however	3rd 500	1st 1000	0	0	1	1
ink	2nd 500	3rd 1000	0	0	0	2
I've	2nd 500	3rd 1000	0	0	2	1
Jesus	3rd 500	5th 1000	0	0	0	0
kid	2nd 500	2nd 1000	0	0	1	1
kindergarten	2nd 500	10th 1000	0	0	0	0
known	3rd 500	1st 1000	0	0	1	1
lambkin	3rd 500	10th 1000	0	1	0	0
law(s)	3rd 500	1st 1000	0	0	2	0
leave	4th 500	5th 1000	0	2	1	1
March	3rd 500	1st 1000	0	0	1	0
May (month)	4th 500	1st 1000	0	0	0	0
moonlight	4th 500	4th 1000	0	0	1	0
mousey	2nd 500	—	0	0	0	0
nightgown	2nd 500	12th 1000	0	0	1	0

1	2	3	4	5	6	7
O	1st 500	1st 1000	0	0	0	1
October	4th 500	2nd 1000	0	0	0	2
ours	2nd 500	3rd 1000	0	0	0	0
ow	3rd 500	—	1	1	0	1
pa	3rd 500	6th 1000	0	0	0	1
pad	3rd 500	5th 1000	0	0	1	0
piano	2nd 500	4th 1000	0	1	2	1
player	2nd 500	5th 1000	0	1	0	0
plaything	4th 500	5th 1000	1	0	1	1
poem	4th 500	3rd 1000	0	1	3	0
poison	2nd 500	3rd 1000	0	0	1	1
puzzle	4th 500	4th 1000	0	0	1	1
radish	4th 500	10th 1000	0	1	1	0
rider	4th 500	4th 1000	0	1	0	0
rock-a-by	2nd 500	—	0	0	0	0
scamper	4th 500	7th 1000	0	1	2	1
scooter	4th 500	—	1	0	0	0
season	3rd 500	1st 1000	0	1	0	1
share	4th 500	2nd 1000	0	2	0	2
she's	2nd 500	10th 1000	0	1	1	1
stile	4th 500	8th 1000	0	0	1	0
teeney	2nd 500	—	0	0	0	0
they're	3rd 500	10th 1000	0	0	0	1
Tuesday	4th 500	2nd 1000	0	0	1	2
tulip	2nd 500	9th 1000	0	0	2	2
Wednesday	4th 500	2nd 1000	0	0	0	2
we're	2nd 500	11th 1000	0	1	2	0
wheelbarrow	4th 500	10th 1000	0	0	2	0
wig	4th 500	5th 1000	0	1	0	0
willing(ly)	3rd 500	2nd 1000	0	0	1	1
woodman	3rd 500	6th 1000	0	0	0	0
you'll	4th 500	4th 1000	0	1	1	0
you're	3rd 500	4th 1000	0	0	1	1

DATA FOR 50 WORDS NOT IN THE 1935 GATES LIST

	1	2	3	4	5	6
Words	Reading Level	No. of 29 Primers New Word	No. of 26 First Rds. New Word	No. of 20 Second Rds. New Word	No. of 11 Third Rds. New Word	Rank: Thorndike 1932
apart	VIII	0	1	2	6	2nd 1000
arrive	VIII	0	1	3	6	1st 1000
ashes	VIII	0	0	5	3	3rd 1000
breeze	VIII	0	0	3	7	3rd 1000
camel	VI	0	4	3	3	4th 1000
castle	VIII	0	1	6	7	2nd 1000
chief	VIII	0	2	2	6	1st 1000
dart(ed)	VIII	0	2	1	5	3rd 1000
deck	VIII	1	0	1	5	2nd 1000
dime	VI	1	3	4	1	4th 1000
dip	VII	0	0	5	5	3rd 1000
earn	VIII	0	2	3	7	2nd 1000
else	VI	1	6	13	3	1st 1000
except	VIII	0	0	3	7	1st 1000
fasten(ed)	VIII	1	2	3	7	2nd 1000
feast	VII	0	1	5	6	2nd 1000
fifty	VIII	0	0	4	6	2nd 1000
forgotten	VII	0	0	6	1	2nd 1000
form	VII	0	0	3	1	1st 1000
happily	VII	0	0	4	1	4th 1000
harness	VIII	0	0	4	5	3rd 1000
harvest	VIII	0	0	3	4	2nd 1000
holiday	VIII	0	3	2	6	2nd 1000
Holland	VIII	0	1	3	5	4th 1000
idea	VII	0	1	7	5	2nd 1000
Japan	VII	0	0	5	4	4th 1000
jelly	VIII	0	0	4	5	4th 1000
least	VII	0	0	6	4	1st 1000
machine	VIII	0	1	3	4	2nd 1000
manners	VIII	0	1	3	4	1st 1000
midnight	VIII	0	1	2	5	2nd 1000
orchard	VIII	0	2	2	3	2nd 1000
pearl	VIII	0	0	3	3	2nd 1000
peck	VII	1	2	4	3	3rd 1000
pleasure	VIII	0	0	3	2	1st 1000
quarter(ed)	VIII	2	1	2	2	1st 1000
rhyme	VIII	0	2	2	2	3rd 1000
scatter	VIII	0	1	4	4	2nd 1000

	1	2	3	4	5	6
school	I-II	19	7	3	0	1st 1000
shovel	VIII	1	1	2	5	4th 1000
skirt	VIII	0	1	2	4	2nd 1000
starve	VIII	0	0	3	3	3rd 1000
steep	VIII	1	0	3	4	2nd 1000
throne	VIII	0	0	4	5	2nd 1000
thunder	VIII	0	0	4	4	2nd 1000
tip	VIII	1	3	2	6	2nd 1000
towel	VII	1	2	2	2	4th 1000
understand	VII	0	0	5	2	1st 1000
wander	VIII	0	0	3	6	2nd 1000
Washington	VII	0	3	4	3	2nd 1000

In 1921 Packer¹ reported that ten first readers, then in wide use, had a total of 3,541 different words counting all forms of each word.

In 1930 Wheeler and Howell² found that ten first readers, then in wide use, had a total of 2,061 words counting all variants, except plurals in s, as separate words. They found that the ten primers studied had a combined vocabulary of 1,139 words.

In 1934 Aline E. Gross³ reported a study of ten pre-primers revealing a combined vocabulary of 393 words, counting all forms separately except the singular possessive for a total of 8,831 words of reading material. This study reveals the word difficulties confronted by children under a plan of teaching beginning reading which involves the use of a number of pre-primers previous to

¹ J. L. Packer, "The Vocabularies of Ten First Readers," *The Twentieth Yearbook of the National Society for the Study of Education*, Part II, 127-144.

² "A First-Grade Vocabulary Study," *Elementary School Journal*, September, 1930.

³ Aline E. Gross, "A Pre-Primer Vocabulary Study," *Elementary School Journal*, September, 1934.

primer reading and with no orderly plan of introducing and repeating new words. How much easier for the child would be the consecutive reading of a well-planned and coordinated pre-primer and primer to at least near the middle of the primer and then the reading of another series having a large overlapping of vocabulary. For example, by using the *Webster Pre-Primer* and *Primer* and the *Elson Basic Pre-Primer* and *Primer*, only 350 words, not counting the simple s variants separately, in a total of 11,423 reading words, would be encountered. Evidently such a plan would present much less difficulty to a group of children than the plan of shifting from one pre-primer to another.

In the present investigation the twelve pre-primers studied contain 327 different words counting each variant form, except that such words as *run* and *runs* and *girl* and *girls* are not counted as different words.

In the present study the twenty-two primers in the original investigation have a combined vocabulary of 1,057 words, not counting sixty-eight names and counting together the base form and simple variants formed by adding *s*, *ing*, or *ed* without other modifications. Of these 391 appear in only one primer and 685 appear in fewer than five primers.

The need for a careful selection of simple pre-primers and primers with a maximum overlapping of vocabulary for Levels II and III is evident.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. Suggest possible criticisms of the plan used in selecting and grading the two thousand words.
2. Why is mere frequency of appearance in beginning reading

material an inadequate basis for selecting a basic beginning vocabulary?

3. Which would be the better basis for selecting a basic beginning vocabulary, frequency or range of appearance in books designed for beginning reading?

4. Read and make a report upon reference No. 3, on page 136. Prove that frequency of appearance is given too much weight in this study.

5. Read and make a report upon reference No. 1, on page 47. Prove that the method of ranking the words in this study is better than a ranking based entirely upon frequency of appearance. Prove that the word list resulting from this study needs revision for present usage.

6. Read and give a constructive criticism of the following reference: E. W. Dolch, "A Basic Sight Vocabulary," in the *Elementary School Journal*, February, 1936, page 456.

7. Give a constructive criticism of the following: A. I. Gates, *A Reading Vocabulary for the Primary Grades* (New York: Teachers College, Columbia University, revised edition, 1935).

8. Give your reasons for agreeing or disagreeing with the proposed vocabulary standards shown in Figure 4, page 58.

9. Take a series of primary readers for which the number of new words in each book is available, chart the vocabulary curve according to the plan shown in Figure 4, and make a constructive criticism.

10. What advantage is there in the arrangement of the vocabulary lists in *A Graded Vocabulary for Primary Reading*, by Clarence R. Stone (St. Louis: Webster Publishing Company, 1936).

11. Mention any wrong selections or misplacements of words, according to your judgment, in the list of two thousand words.

CHAPTER IV

FUNDAMENTAL HABITS ESSENTIAL TO BETTER PRIMARY READING

One of the difficult problems in education is to keep classroom practices within a reasonable approach to our accumulation of professional knowledge based upon research and psychological study. In primary reading this is an especially important problem. Various practices described in Chapter I, for example, are seen at once to be out of harmony with well-established foundations for instruction in primary reading. This chapter attempts to set forth some essentials of the underlying psychology of primary reading with which all primary teachers should be acquainted.

A. EYE-MOVEMENT STUDIES¹

The laboratory studies of eye movements in reading, through the use of elaborate equipment, including the motion-picture camera, have shed a flood of light upon

¹ For other interpretative accounts giving implications of the eye-movement studies and methods of developing fundamental habits in reading see:

(a) S. C. Parker and Alice Temple, *Unified Kindergarten and First Grade* (Boston: Ginn and Company, 1925), pp. 520-542.

(b) C. R. Stone, *Silent and Oral Reading* (Boston: Houghton Mifflin Company, revised, 1926), pp. 6-16.

(c) Grace E. Storm and Nila B. Smith, *Reading Activities in the Primary Grades* (Boston: Ginn and Company, 1930), pp. 80-102.

(d) E. W. Dolch, *The Psychology and Teaching of Reading* (Boston: Ginn and Company, 1931), Chapter VI, "The Eye and the Mind in Reading."

(e) A. I. Gates, *The Improvement of Reading* (New York: The Macmillan Company, revised, 1935), pp. 331-371.

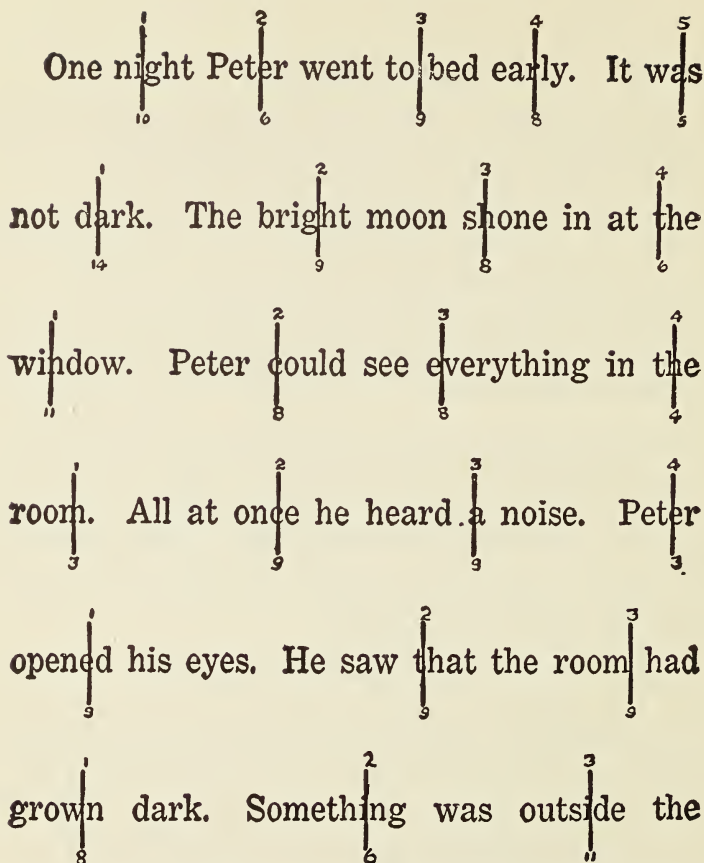


FIG. 5.—Eye-movement record of a senior college student reading simple material silently.

the reading process from the standpoint of habits fundamental to reading success. Studies of eye movements in reading began more than a half century ago. As early as 1879 Professor Javal of the University of Paris called attention to the fact that the passage of the eyes across the page from left to right is not continuous

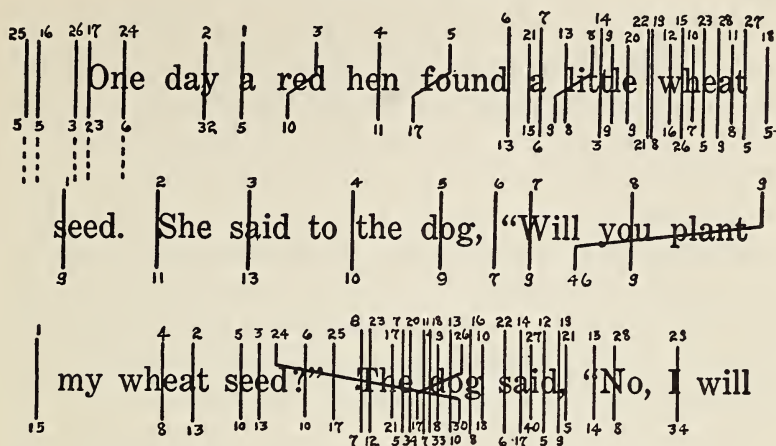


FIG. 6.—Eye-movement record, oral reading, high first grade, average in the class.

but consists of a series of movements and pauses. The earlier methods of study were those of direct observation, utilizing the mirror and the telescope. Professor Raymond Dodge was the first to use the method of obtaining photographic records of eye movements in reading. The motion-picture camera was eventually utilized, and the most elaborate and enlightening studies have been made in the Department of Education, University of Chicago.¹

Measurable elements in eye movements. Figure 5 will aid in making clear how the eyes of a mature reader behave and what are the measurable elements in this behavior. In reading, the eyes make a series of very fast movements, or jumps, with brief intervening pauses.

¹ The records in this section are from *Fundamental Reading Habits: A Study of Their Development* and from *An Experimental Study of the Eye-Voice Span*, by G. T. Buswell (Department of Education, University of Chicago, 1922).

The actual perception takes place only during the eye pause or act of fixation. The eye pauses are represented by vertical lines. This mature reader makes an average of only four pauses to the line in reading this simple material.

The order of the pauses is shown by the numbers at the top of the vertical lines. In this record all pauses are in regular forward order. Thus it is seen that this student has regular or rhythmical eye movements. The amount of irregularity is measured in terms of the number of backward or regressive movements.

The numbers at the bottom of the vertical lines indicate the exact length of duration of the pauses in units of twenty-fifths of a second. The first pause lasted ten twenty-fifths of a second, the second six twenty-fifths, and so on.

Thus we see that three elements in eye movements have been measured.

The average number of pauses per line is an indication of the average length of the recognition span, or the amount of reading perceived in a single eye pause. The larger the number of pauses the shorter the recognition span, and the fewer eye pauses the longer the span of recognition.

The term *eye span* is frequently but erroneously used in place of the term *recognition span*. A little study of the behavior of the eye and mind in reading will reveal clearly that *recognition span* is a much more accurate and meaningful term than *eye span*.

The fact is that the mature reader, who has fluency

and anticipates meaning, usually recognizes more in a single eye pause than he actually sees. Hence his recognition span is longer than his visual span.

The average duration of the pauses is an indication of rate, or speed of recognition, while the eyes are in the act of fixation.

The greater the number of regressive, or backward movements, the more there is a lack of regularity or rhythm in the eye movements.

All three of these factors, fixation frequency, recognition speed, and regularity, are involved in determining rate of reading.

Dr. Buswell has reported records for each of these three items for eight to eighteen pupils in each grade, for oral reading and for silent reading. In selecting these children the poorer and the better readers were avoided, the idea being to obtain what would represent the average of the classes. In spite of this precaution, however, wide differences between children in the same grade were found. Attention will be given to records of children in each of the first three grades.

Contrast between mature and immature eye movements. Figure 6 shows the oral reading record for a child in the high first grade, an average reader in his class. An oblique line indicates a pronounced head movement, the exact location of the fixation being at some point between the ends of the oblique. This record of an immature reader is in direct contrast to the record of a mature reader, shown in Figure 5. The contrast with respect to the three measurable elements is as follows:

Immature eye movements

1. Many eye pauses per line, short span of recognition.
2. Eye pauses of long duration, low rate of recognition.
3. Many regressive movements, lack of rhythm.

Mature eye movements

1. Few eye pauses per line, long span of recognition.
2. Eye pauses of short duration, high rate of recognition.
3. Few or no regressive movements, good rhythm or regularity.

Lack of facility in word recognition. The following quotations from Dr. Buswell's discussions relating to the reading of the first-grade child whose record is shown in Figure 6 are enlightening:

An analysis of the records of first-grade children shows that one of their most common difficulties is caused by the lack of well developed habits of word recognition. If a dictaphone record of the oral reading of a selection is placed beside the corresponding eye-movement record, the results of the lack of word recognition are seen much more clearly. . . .

The second line of the record [Figure 6] was read with little difficulty and no hesitation. His eye movements on that line are few in number and regular in order. As compared with it, the record on the last two words of line 1 makes a decided contrast. The dictaphone shows the insertion of an extra word between "little" and "wheat" with a pause of 6.2 seconds between the two words. The word "wheat" was the particular cause of the difficulty. In the third line the same type of confusion is evident in the eye-movement record when the words "The dog said" were encountered. By referring to the dictaphone it was found that the pupil read as follows: "The dog -- dog -- said ----- dog said, No, I will ----." Between the first "dog said" and the last "dog said" a period of 7.2 seconds elapsed. During that time the eye was busily engaged in trying to unravel the difficulties.

In oral reading, whenever such a confusion of eye movements occurs, reference to the dictaphone record invariably corroborates the fact that there is confusion in getting the meaning, frequently caused by lack of word recognition, but sometimes caused by difficulties in recognizing the thought expressed by combinations of easy words. In silent reading records there is no objective means of confirming the existence of difficulties apparent in eye

movements. However, there are no reasons for believing otherwise than that difficulties, similar to those in oral reading, exist in the thought-getting processes of the reader.

Story-memory method used. The method used in beginning reading with the class from which the child came has been described in detail by S. C. Parker in *Types of Elementary Teaching and Learning*, Chapter V, and is explained briefly by Dr. Buswell as follows:

In the beginning stages great emphasis was placed upon securing the correct reading attitude of trying to get meaningful experiences from the printed material and of creating a desire to read by providing interesting content. The method proceeded from the whole story to lines and phrases, and finally to individual word study. The word study was not given major consideration but was subordinated to the development of a proper reading attitude. In detail, the early work of the grade was carried out as follows: first, the teacher told the story *in the exact words of the book*; second, she re-told it, displaying in the meantime certain phrases or words which were prominent in the story; third, the pupils told the teacher how to write the story on the board; fourth, the pupils read the story; and fifth, they were drilled upon the individual lines, phrases, and words. The general principle of the method is to get the entire thought of the story first, and later subdivide it for reading practice. By this method, it will be observed, the pupils will learn to recognize words or phrases in the setting of the story before the same words will be recognized when standing alone or when appearing in a new paragraph.

Effect of memory reading on eye movements. The primer used by the class was the *Reading-Literature Primer*, beginning with "The Little Red Hen." The material read by the child was a modified form of the same story. Dr. Buswell reports that some of the children whose eye movements were photographed said the version in the primer rather than the version in hand, and failed to follow the lines consistently with their eyes, indicating that they had memorized the story and were

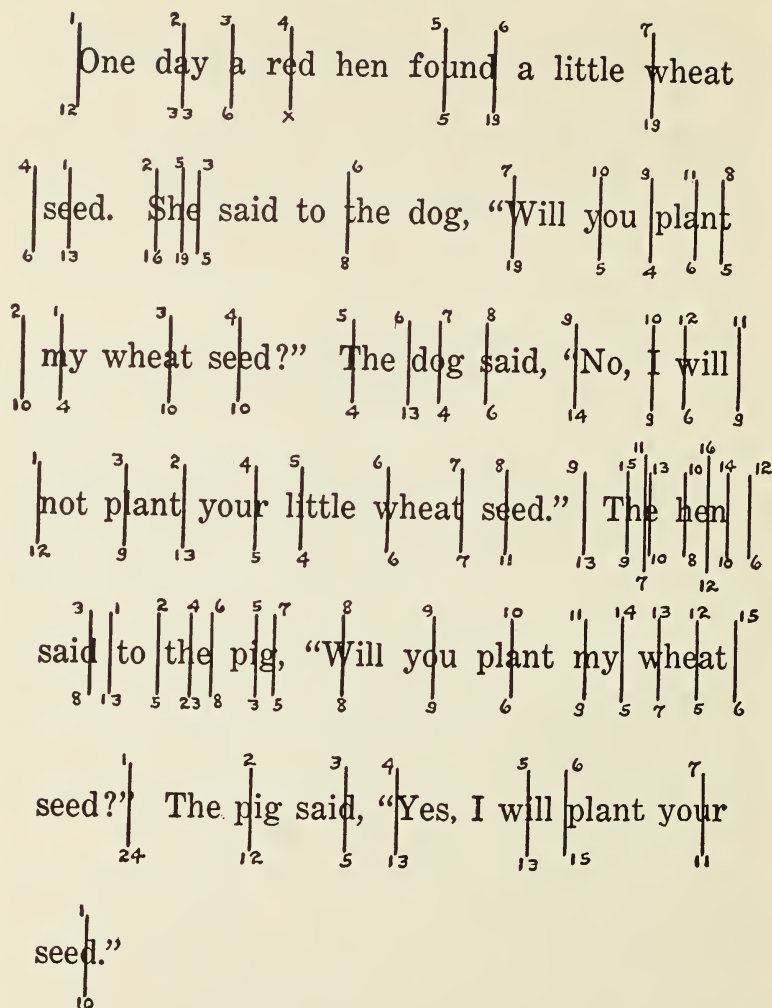


FIG. 7.—Eye-movement record for oral reading of a high first-grade child showing habits equal to a second-grade standard.

depending upon memory of content rather than independent word recognition. In this connection Dr. Buswell says:

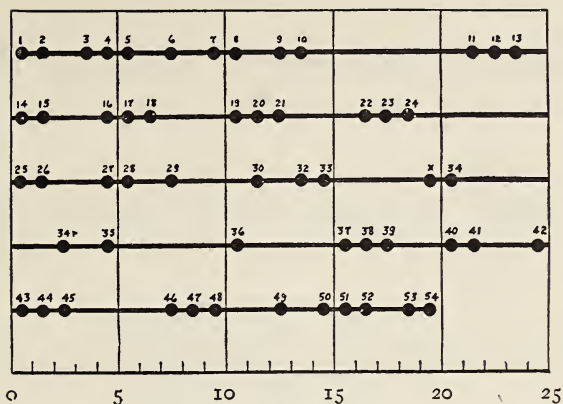


FIG. 8.—Rhythm in the oral reading represented in Fig. 11.

In many cases the pupils get from this method, not an attitude of regarding a sentence as the expression of a single thought, but rather a habit of first learning the sentence or story from hearing the teacher tell it, and then reciting it from memory while their eyes roam at random over the page. They do not develop habits of following the words in their regular order. They get a bird's-eye view of the printed lines and fail to learn that a fused meaning of a sentence can only be secured from noting the particular combination of the words.

Record showing excellent first-grade reading. Figure 7, page 146, gives the record of a child in the high first grade with eye-movement habits quite as good as the average second-grade child included in this study. This case will be discussed further in another section.

Wide difference between two second-grade pupils of the same class. Figures 9 and 10 show a wide difference in development of the eye-movement habits of two pupils in the second grade in silent reading. The pupil with the poor record makes more pauses to the line than the average of the low-first children. The average duration of the pauses is about the average for the second-grade children. He makes many more regressive move-

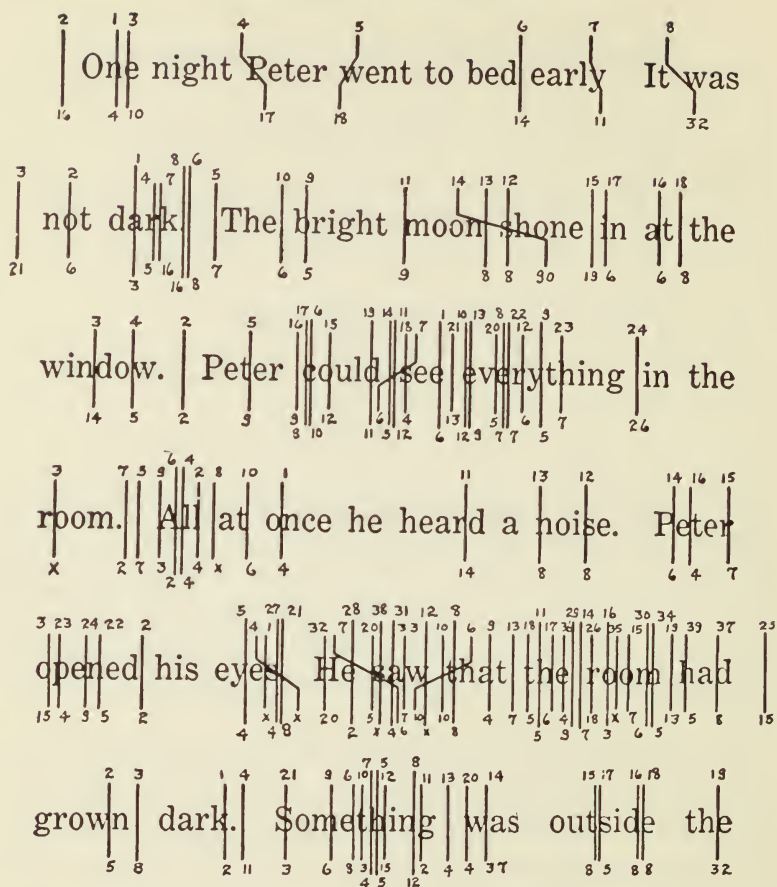


FIG. 9.—Record of a second-grade child below a first-grade average of eye movements in silent reading.

ments than the typical second-grade reader. Unfortunately no facts are given concerning this child's record on either silent or oral reading tests, and consequently there is no way to tell whether the periods of confusion in the third, fourth, and fifth lines are due to word-recognition difficulties. Dr. Buswell says,

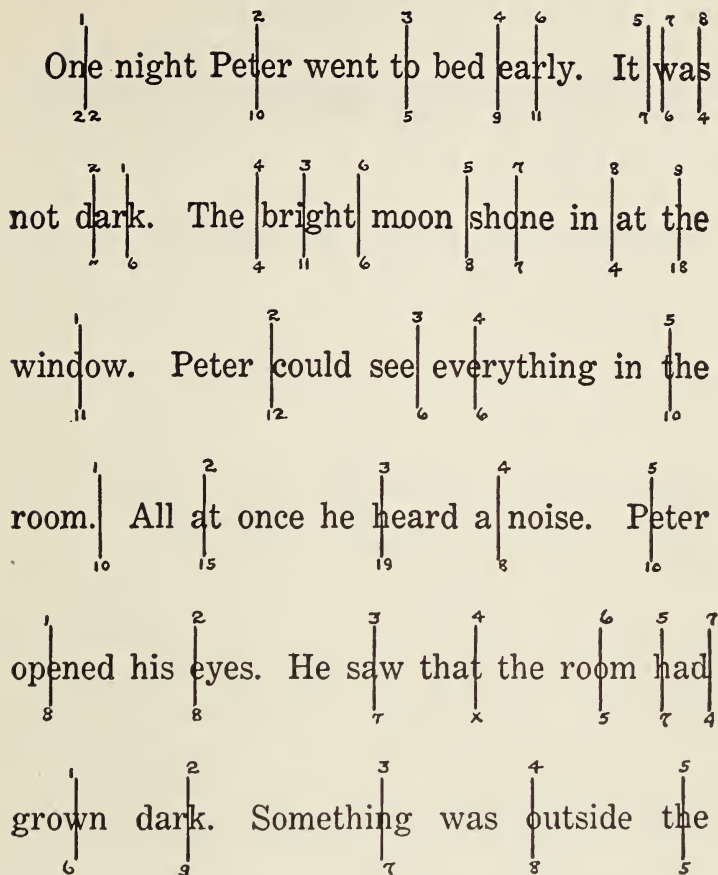


FIG. 10.—Record of a second-grade child with mature eye-movement habits.

“The confusion of this subject could not have been produced solely by the lack of recognition of the simple words in this paragraph. It must be due rather to the lack of ability to synthesize or fuse the elements of the sentence into a whole.” While such may be the case, such words as *dark*, *could*, *everything*, and *some-*

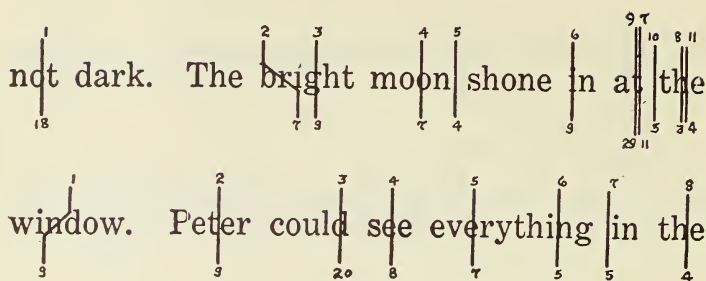


FIG. 11.—Record of inferior silent reading in the third grade.

thing may have been sources of word-recognition difficulty.

The better reader shows a very mature type of reading for a second-grade child, with respect to the length of the recognition span; in fact, a better record than the average for the sixth grade. The average duration of the pauses, or speed of recognition, is about the second-grade average. Her eye movements are very regular or rhythmical. She makes only one regressive movement in each of three lines and none in the other two.

These two records show an interesting contrast in accuracy of shifting the eyes from the end of one line to the beginning of the next. Note that the poorer reader usually makes his first pause far in to the right and has to make several regressive movements before getting started in reading the line of printed material.

One night Peter went to bed early. It was
 not dark. The bright moon shone in at the
 window. Peter could see everything in the
 room. All at once he heard a noise. Peter
 opened his eyes. He saw that the room had
 grown dark. Something was outside the

FIG. 12.—Record of very superior silent reading in the third grade.

Wide difference of two third-grade children. Figures 11 and 12 show the contrast between an inferior and a good reader in the third grade. The inferior reader ranked next to the lowest in his group as measured by the *Monroe Silent Reading Test* and rated about normal on Gray's *Oral Reading Test*. His eye-movement records in silent reading are below the average for his

grade in all three elements. They are somewhat better in oral reading, approximately average in recognition span and in rate of recognition, and below in regularity. At the end of the first line of the record is a period of confusion which cannot be due to difficulty of word recognition but to a failure to grasp the meaning. While this child needs practice for smoothness and thought in oral reading, he is most in need of practice in understanding meanings in silent reading.

The good reader, in contrast to the other, is well above the median for her grade in each of the three elements. Dr. Buswell says, "This degree of mastery of these fundamental elements makes it possible for her to take in the meaning of the printed page in large units, with her attention primarily upon content rather than upon difficulties of the reading process."

B. ADDITIONAL OBJECTIVE STUDIES OF ORAL READING

Records of eye movements for both oral and silent reading have been presented. Additional objective records of oral reading of three types have resulted from the scientific studies of reading.

Vocalization grouping. In oral reading we are not only concerned with the eye-movement habits, but also with the vocalization habits. Figure 8, page 147, is a record of the word grouping in the oral reading of the same child whose eye-movement record is shown in Figure 7, page 146. Each black spot represents a word. The numbers represent the words in the order in which they come. The spacing of the spots shows the time that elapses between each word and the subsequent word

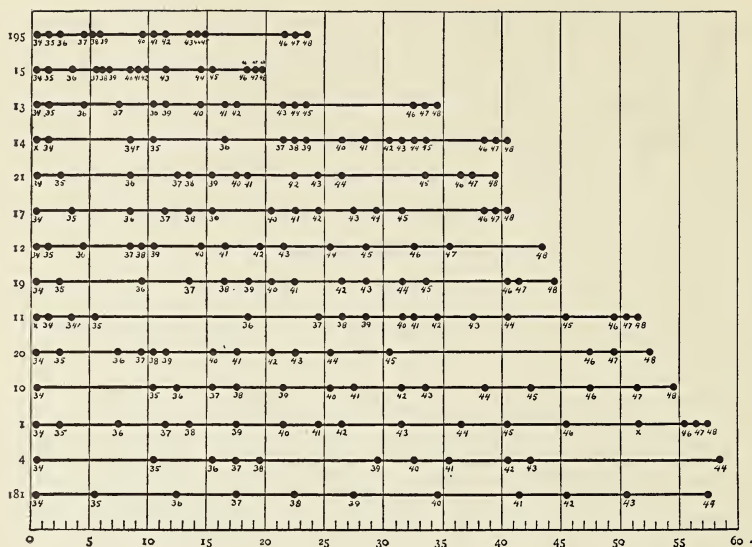
in units of one-fifth of a second. The arrangement of spots shows a consistent attempt to group words with thought units. The rhythm of expression is as follows:

One day — a red hen — found — a little — wheat seed. — She said to — the dog — “Will you plant — my wheat seed?” — The dog said, — “No, I — will not — plant — your — wheat seed.” — Then the — the hen — said — to the pig, — “Will you — plant my wheat seed?” — The pig said, — “Yes, — I will plant — your seed.”

In the eye-movement record (Figure 7), note that the only marked irregularity appears at the end of line four. A comparison of the record above with page 146 shows only three errors, which may also be observed in Figure 8. Both the voice and the eye records indicate excellent reading for a first-grade child.

Voice pauses. The lapses of time between the word-group units shown in Figures 8 and 13 indicate definite voice pauses. This habit of making adequate vocalization pauses between word groups in oral reading so as to allow time for the eye and mind to recognize the next word group is exceedingly important in primary reading. Undoubtedly the development of rhythmical, fluent oral reading will greatly aid the building of proper eye-movement habits in the primary stages. The teacher, however, must not get the misconception that the span of recognition for a single eye pause is the same length as the meaning unit grasped by the mind and uttered by the voice.

Comparative records of word grouping and voice pauses. Figure 13 shows various types of vocalization habits in reading a sentence of more than one line



34 35 36 37 38 39 40 41 42 43 44 45 46 47 48
The hen said to the pig, "Will you plant my wheat seed?" The pig said,

FIG. 13.—Rhythm of expression of an adult and thirteen first-grade subjects in reading lines within a paragraph. Time record in one-fifth-second units shown on horizontal axis; individual subject numbers shown on vertical axis. Spots show position of word pronunciations.

within the paragraph. Subject 195 is an adult representing a model pattern for the reading of the sentence. There is definite grouping of the words into thought units with short voice pauses between units, indicating the proper rhythm of expression for mature reading. The longer voice pause between words 45 and 46 is between sentences, just where there should be a longer vocalization pause. Dr. Buswell says:

The record of Subject 15, a mature first-grade reader, also shows a distinct tendency toward grouping. Subject 21 gives little attention to the end of the sentence, showing a smaller interval between words 45 and 46 than between words 44 and 45. The record of Subject 181, the last in the figure, exhibits almost a per-

fectly mechanical process of word-calling, moving at the rate of one word per second. At only one point does he miss this regular rate. This subject was a 1B pupil from the public school. Certainly for him the degree of word fusion into thought units must be exceedingly small. He furnishes an extreme example of the result of a method of teaching which is primarily concerned with words.

Close relation of eye and voice habits. From the foregoing discussions, and especially by comparing Figures 7 and 8, it is readily seen that there is a close relationship between voice habits and eye-movement habits in oral reading. Success in word recognition and good vocalization habits will result in good oral reading. A teacher who is skilled in observing the characteristics

GRAY'S ORAL READING CHECK TESTS

SET I, NO. 1

An ^{was} old cat had two kittens.
 One kitten was white.
 One kitten was black.
 The white one said,
 "I want some milk."
 The black one said,
 "I want a mouse."
 A little girl said,
 "I will ^{want to find} feed you some milk."

FIG. 14.—Oral reading record of George, low third grade.

The
A little boy ran *after* away.
He ran to the woods.
He saw a big bear.
The bear was black.
The bear did not see him.
The boy ran home.
He ran fast.
He said, "I will not
run away again."

FIG. 15.—Oral reading record of Lowell, high second grade.

of the oral reading may determine roughly the type of eye-movement habits the child has. As indicated before, the development of accurate, rhythmical, fluent oral reading is a means of establishing good eye-movement habits on the primary level.

Objective record of errors. Dr. W. S. Gray devised a plan of recording errors in oral reading. This plan is shown on the oral reading record for a third-grade child in Chapter I, page 15, and also in the preceding oral-reading records of two children. According to these latter records George called *An*, *A*; substituted *was* for *had*; had to be told *two*, *white*, *some*, and *mouse*; and sub-

stituted *want to find* for *will feed*. Lowell substituted *The* for *A*, and *after* for *away*; had to be told *woods*; repeated *did not*; and omitted *again*. In each case we find inaccuracies in recognizing words apparently known. In each case the error in the beginning is due to a habit of leaping before looking carefully. Other errors are due to a lack of well-developed habits of word grouping according to thought and adequate voice pauses between the vocalization units. George simply does not know many of the simpler words and needs much easy primer reading.

Eye-voice span. Another type of objective record of oral reading is that shown in Figures 16 and 17. In the case of the mature reader the eye travels far ahead of the voice in oral reading, while in the case of the immature reader, the eye and voice are close together. The distance that the eye is ahead of the voice is called the eye-voice span. As will be observed in comparing the records of a good second-grade reader and a poor second-grade reader in Figures 16 and 17, a short eye-voice span accompanies a short span of recognition and vice versa.

C. THE ORAL SYMBOL, THE VISUAL SYMBOL, AND THE MEANING IN THE READING PROCESS

The oral medium in the beginning stages. In the early stages of learning to read the child is dealing with words familiar to him orally, except in the case of the deaf child and the foreign child who does not speak English or does not understand in spoken form the vocabulary being used in reading. In these beginning stages, where the reading material contains a vocabulary familiar to

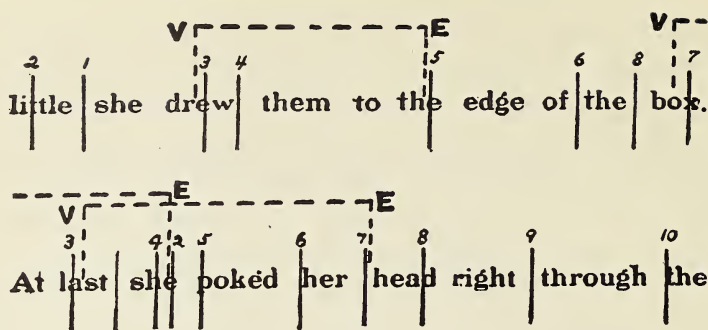


FIG. 16.—Eye-voice span of a good reader, second grade.

the child as auditory symbols of well-known meanings, learning to read is primarily the process of establishing connections between the oral symbol, the visual symbol, and the meaning.

In Figure 18 the first drawing (a) illustrates how the child beginning to learn to read orally attaches meaning to the visual symbol through the oral in the direction indicated. In each of these drawings *v* means visual, *o* means oral, and *m* represents meaning. The function of the oral is to connect the meaning and the printed symbol (sentence, phrase, or word) through the aid of the known oral symbol (spoken sentence, phrase, or word). Before the child has learned to read the symbols involved, he understands the meaning of the corresponding oral symbols. The connection between the oral symbol and the meaning has been made as shown in (b). A little later, as the child learns the sound equivalents of letters and letter combinations, his phonetic knowledge aids him to tie the visual symbol to the oral symbol. As illustrated in (c), the meaning of the word is suggested by the overlapping of the sound element in the applica-

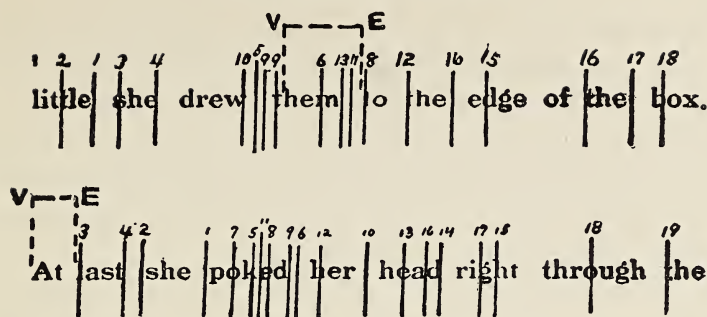


FIG. 17.—Eye-voice span of a poor reader, second grade.

tion of phonetics or pronunciation, represented by the upper *o*, and the familiar oral symbol which the child has already connected with the meaning gained through experience in hearing and in saying the word (lower *o*). As one oral symbol identifies itself with the other, the visual symbol becomes connected with the meaning, or in other words, recognition of meaning takes place.

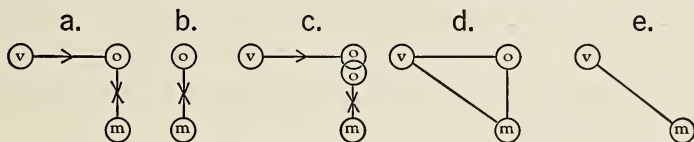


FIG. 18.—Diagrams illustrating connection between oral symbols, visual symbols, and meaning.

The aid that the auditory gives to the child in comprehending the reading matter in the early stages is one factor in explaining why the child, as a rule, enjoys reading aloud and has a strong urge to vocalize when attempting to read to himself.

Gradual transition from auditory to visual stage. Undue suppression of this tendency to vocalize in reading during these early stages is not wise. To set up the

specific objective to eliminate lip movement in the first grade is a mistake. In this connection the specific objectives in the course outlined in Chapter II are as follows:

Level II (Earliest book reading). A beginning on the part of each child in forming the habit of reading to himself without audible vocalization.

Level III (Advanced easy primer reading). Habit of reading "silently" without audible vocalization that enables others to hear what is being read.

Level IV (Reading of difficult primers and easy first readers). Habit of reading "silently" without audible vocalization.

Level V (Reading of the more difficult first-reader material). Habit of reading without audible vocalization when engaged in "silent" reading.

Level VI (Reading on an easy second-reader level). Decreasing tendency to lip movement in silent reading.

Level VII (Reading of the more difficult second-reader material). Decreasing tendency to lip movement in silent reading.

Level VIII (Reading material on easy third-reader level). Ability to read with little or no lip movement and to read more rapidly silently than orally.

Attention span in reading. Dr. Buswell has illustrated the relation of oral reading to silent reading by the drawings in Figure 19. Line 1 represents graphically the situation of the primitive, immature type of reading habit shown in Figure 17. The eye, *E*, the voice, *V*, and the meaning, *M*, keep very close together. Line 2 represents the conditions in the case of a poor third-grade

reader who keeps his eyes an average of eight letter spaces ahead of his voice. Dr. Buswell says:

This reader exhibits a little more complex type of reading habit. The attention span has developed until the meaning can be followed even though the eye is some distance ahead of the voice. . . . Since this reader is still very immature and has a narrow eye-

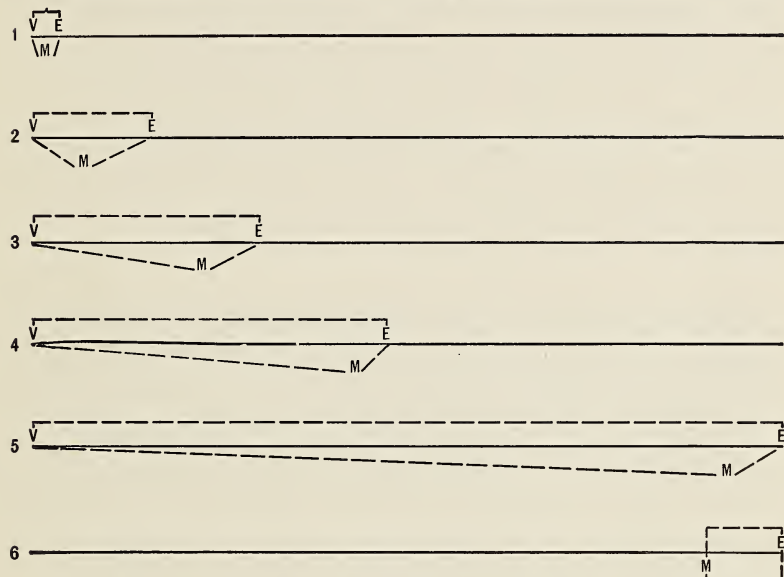


FIG. 19.—The development of the attention span in reading.

voice span, it seems probable that he still relies on his oral pronunciation to get the meaning of his words, and for this reason the meaning, *M*, is located a little nearer the voice than the eye. As the student learns to read to himself, the meaning attaches itself more closely to the position of the eye. The whole matter of the location of *M* in the figure is merely schematic since there is no objective evidence upon which an exact location can be based.

The successive lines in Figure 19 show increasing degrees of maturity of reading. In line 3, the reader's eye-voice span is twelve letter spaces; in line 4, 19.4 letter

spaces; in line 5, 46 letter spaces, a high degree of maturity in reading habits. Line 6 represents the silent-reading process, and it seems best at this point to quote again from Dr. Buswell:

The silent reading process is entirely relieved of any attention to the voice and the whole of consciousness can be focused upon the eye and the meaning. . . . It cannot be assumed, however, that in silent reading the width of the attention span is limited to the space from the eye to the meaning. The general range of attention must cover the reading material by complete thought units, and in the silent reading process the width of the attention span must be great enough to do this. When the reader cannot maintain a span sufficiently wide for this, he falls back into more primitive habits and pronounces the words to make the meaning clear.

Importance of a long attention span. Dr. Buswell points out that the existence of a general attention span wide enough to hold a large number of words or reading elements in the mind at one time is really the foundation for a good quality of reading and for a long eye-voice span in oral reading. He says, "Progress in reading would therefore be a matter of the development of the span of attention to such a degree that it would be possible for the eye to keep a considerable distance ahead of the voice and thus provide a wide margin for the interpretation of meaning."

To what extent the length of the attention span in reading is a matter of native capacity and to what extent it is the result of experience and training, we do not know. While its development will be limited by an inferior intelligence, the span of attention in reading is no doubt influenced by the degree of interest on the part of the reader, by the difficulty of the material, and

by the purpose of his reading. Highly interesting material will be favorable to an increase of the attention span. Regular use of material with difficulties in word recognition or in comprehension will handicap the development of the attention span in reading. The method should be such as to give attention to the larger complete thought units, rather than to words and expressions, so that the child will read for the purpose of getting larger units of meaning. Too often the method is one that gives attention to word pronunciation, meanings of words and phrases, and to small details of interpretation, rather than to main points and sequence of thought.

Mental fusion in reading. The process by which an increasing attention span is developed is a creative, synthetic one, in contrast to the analysis which must take place in case of recognition difficulties. Dolch¹ says, "The reading process is essentially a blending or fusing of the meaning of each new perceptual field with that of preceding ones." By perceptual field he means span of recognition during a single eye fixation. To establish facility in mental fusion it is important to develop the ability to anticipate meaning, to sense what is just ahead, to predict the outcome of the sentence, paragraph, or story, and to provide practice in interpretive reading with a minimum of difficulties, keen interest, and purposeful expressional activities under procedures which are extensive and creative, rather than intensive and analytical.

¹ E. W. Dolch, *The Psychology and Teaching of Reading* (Boston: Ginn and Company, 1931), p. 132.

Lip movement and speed in silent reading. It has been indicated that the transition from the auditory to the visual stage in reading should be gradual. The great majority of children will make this transition naturally and unconsciously, and the attention span increases so that the rate of getting meanings catches up with and passes the rate of vocalization, or oral reading. Through experience in recreative silent reading, intensity of interest provides an urge for greater speed, and lip movement is gradually sloughed off. Even then traces of the tendency to vocalize remain in slight movements of the vocal cords and tongue. Such foreshortened articulation is called *inner speech*. Whether it is possible for one to form the habit of reading silently without inner speech is not known.

In the recent past undue attention has been given to direct methods of overcoming lip movement by urging children to make conscious attempts to suppress the movement of the lips. While some individuals who remain unduly long in the auditory stage of reading may tend to form a rather fixed habit of lip movement that is difficult to break, and need to give conscious attention to the breaking of the habit, the most effective means of overcoming such a habit is much experience in the rapid silent reading of highly interesting and easy material.

D. ORDERLY DEVELOPMENT OF FUNDAMENTAL HABITS

Some misconceptions. In the literature on primary reading much emphasis has been placed upon having the child read with a long span of recognition from the be-

ginning. There has been much emphasis on procedure from the whole story or cooperatively formulated chart unit back to lines, sentences, and phrases. Apparently some enthusiasts with extreme views have got the idea that children can learn to read without learning words or in spite of frequent word difficulties. Undue stress has been put upon the danger of the child's becoming word conscious. There is also abroad the idea that children will develop good reading habits naturally and incidentally without any instructional guidance in reading material with the vocabulary controlled, provided the reading is related to the immediate experiences and activity purposes of the children. In the writer's opinion these are misconceptions, and classroom practices built upon them are partly responsible for the apparent increase of non-readers and retarded readers with unfortunate attitudes and habits.

What the eye-movement records indicate. The records of eye movements as set forth in this chapter show clearly that, with rare exceptions, there is no such thing as recognition by word groups in a single eye-fixation in straight ahead reading in the primary grades. The child must actually see practically all the words, and often more than one eye-fixation is required to recognize a particular word. The average number of fixations per line for the twelve average third-grade children was found to be 10.2 for oral reading and 8.9 for silent reading. In other words, only a very superior reader in the second or third grade develops sufficiently mature eye movements in reading to have an average span of recognition longer than the single word. Meaning is, of

course, recognized in larger units, but several eye pauses are required for the mental fusing of the word group.

The records show the effect of one-sided methods, the method that depends too largely on interesting content and memory reading on the one hand, and the method that depends too largely upon word drill and phonetics on the other hand. They indicate the need for better balanced methods which develop interest and thought-getting attitudes and at the same time develop word recognition and fundamental habits.

Prevention of marked irregularities. The unfortunate habits in reading revealed in the various objective records contained in this chapter, as suggested in Chapter I, are the direct result of failure to make adequate provision as to materials and methods of instruction for the orderly development of proper habits and the failure to adapt the reading experiences, the learning conditions, and the instructional guidance to the child's level of growth in fundamental skills. Too often the child is traveling a road in reading that is too rough, that contains too many boulders for the orderly progress of the eyes along the lines of the printed matter. A very large number of eye-fixations, many regressive movements, periods of confusion, and a very slow rate of recognition are the inevitable results of poor word recognition and too difficult material. Continued exposure to such conditions brings discouragement, dislike for reading, and various wrong habits illustrated in this chapter. The school system reported upon in Chapter I had entirely too many such cases, and the same is probably true for most schools.

Prevention of unfortunate habits is feasible and lies in the sort of program outlined in Chapter II, designed to provide the simplest type of beginning in reading with whatever differentiation is needed to bring success to each child, and planned to smooth the road and to move the child up grade only at the rate at which he can go with joyful achievement.

Increasing the span of recognition. This objective is attained mainly through much reading of relatively easy materials in both oral and silent reading. Any practice which tends to increase fluency of reading without sacrificing accuracy will tend to increase the span of recognition. Reading for thought rather than for mere word recognition and pronunciation will aid in increasing the span of recognition. The right type of special training in accuracy, fluency, and independence in word recognition¹ will tend to increase the span of recognition.

For a time the idea was abroad that the span of recognition in book reading could be increased by the short-cut method of using short exposure exercises with flash cards. The evidence² indicates that the effect of such practice is real in increasing the span of recognition in reading large print at a distance, but that this effect does not transfer to book reading. A much more effective means of increasing the span of recognition in silent reading is practice in rapid silent reading with appropriate attention to meaning. For specific methods in this connection see *Silent Reading Hour*, Books I, II,

¹ For material for this special purpose see *Eye and Ear Fun*, Books I, II, III, and the workbooks accompanying the "Webster Readers" (St. Louis: Webster Publishing Company).

² A. I. Gates, *Improvement of Reading* (1927 ed.), pp. 111-114; (1935 ed.), pp. 225-227.

III, Teachers' Edition; Stone's *Silent Reading*, Books II and III, "Suggestions to Teachers"; and "Webster Readers" and manuals. The use of flash cards, however, should not be confused with appropriate use of chart cards in the earlier stages of reading.

The development of fluency, accuracy, and rhythmic expression of the meaning in oral reading is a valuable means to the orderly growth of the span of recognition during the primary stages.

Consistent forward movement of the eyes.¹ We have seen that consistent forward movement of the eyes is an important characteristic of good habits in reading. The development of accuracy in oral reading will greatly aid in establishing this habit. Adequate practice with easy material and accuracy and independence in word recognition are essential.

Forward movement of the eyes in visual analysis of the word into recognition elements in case of word-recognition difficulty is important in attaining accuracy in word recognition and in building a consistent forward movement of the eyes in straight-ahead reading. Many children will need to be taught to observe word forms from left to right. It may be readily seen that reversal errors, such as *was* for *saw*, and *left* for *felt*, are due to the fact that the child does not perceive the word consistently from left to right. In chart and blackboard reading the teacher may aid in this connection by using the blackboard pointer as a guide for the children's eyes. It should not be used, however, merely to point to

¹ For a fuller discussion see *Improvement of Reading* (1935 ed.), by A. I. Gates, pp. 338-371.

the words or letters in succession, but should be glided along under or above the unit which the children are supposed to read as the eyes follow the pointer.

The systematic instruction in visual analysis of words and in phonics should be organized to facilitate the forward movement of the eyes in word perception. Teaching the child to see the base form and then the ending in derived forms, such as *runs*, *playing*, and *played*, during the early reading levels aids in building up left-to-right analysis. Teaching initial sounds first in phonetic instruction and training the child to combine the initial sound with the context clue are important in this connection. Any practice that interferes with establishing the habit of observing the word from left to right in case of need for word analysis should be avoided. Directing attention to the end phonogram and then to the beginning of the word should be avoided. Suggesting that the child find some familiar part within the word not only militates against the establishment of this habit of left-to-right word perception, but also often puts the child on the wrong track, as for example, looking for a known part and observing the *at* in *boat* or the *in* in *find*.

Habit of attention to meaning in large units. The importance of a long attention span in reading and some suggestions for providing favorable conditions have been given in the preceding section. We have seen that in oral reading the vocalization unit should be a meaning unit grasped by the child through the mental fusion of successive perceptual fields or spans of recognition, and expressed as a thought unit. During the early stages in

learning to read, the process in silent reading is very much like the process in oral reading, with audible vocalization at a minimum. Gradually the attention or meaning span in silent reading becomes longer than in oral reading and the eye movements become correspondingly more mature than in oral reading. Then practice in silent reading with attention to the more significant meanings of whole selections and paragraphs with minimum attention to details and word meanings becomes of increasing importance.

Accuracy, fluency, and independence in word recognition. Attention has already been called to the importance of facility in word recognition as an essential to good eye movements in reading, to effective oral reading, and to the ready grasp of thought in silent reading. There are three phases to this problem. In the reading process word recognition must be accurate. Growth in quickness in word recognition is essential to growth in the fundamental habits. In case difficulty is encountered the mature reader should be able to solve that difficulty in an economical and efficient manner. A high degree of accuracy should be an objective from the beginning and all the way along the road of progress. Fluency develops gradually and should never be forced at the expense of accuracy. Independence in word recognition should be built up gradually, step by step, as outlined in the course in Chapter II, and in the treatment in Chapter VII. The upper reaches of phonetic instruction and word analysis, including syllabication, have been neglected in the past but are now receiving more attention.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. Select one of the references on the first page of this chapter and compare the treatment given there upon eye movements with the treatment given in this chapter.

2. Are eye movements cause or effect in the reading process?

3. Should the teacher's objective be to improve eye-movement habits by direct attention to eye movements or indirectly by attention to attitudes and achievement which affect eye movements?

4. Explain the meaning of Figure 8.

5. Read and report upon reference 103 in Part III of the "Selected Bibliography."

CHAPTER V

NEED OF BETTER BALANCE IN BEGINNING METHODS

A. AN EVALUATION OF TYPICAL MECHANICAL METHODS

The a-b-c spelling method. Until relatively recently the children of all languages with an alphabet learned to read by a method involving the learning of the letters first and the use of spelling as a means of learning words and of solving word-recognition difficulties in reading. An intermediate step between the learning of the letters and the word, often employed, was the combination of letters into syllables and the learning of these by the spelling method. Page 5 of the famous *New England Primer* contains five columns with a total of eighty two-letter syllables, each beginning with a vowel. The syllabarium was a prominent feature of the materials in beginning reading throughout the dominance of the a-b-c method. The order of development was from letter to syllable and word, syllable to word, word to sentence, and sentence to story.

This method is, of course, a highly mechanical, analytical one. It was based upon the assumption that the letter is the unit of recognition, which we now know to be false. The syllable, however, is often the unit of recognition, when it becomes necessary to utilize analysis in recognizing a word of more than one syllable.

The method has the advantage of building the habit of consistent forward movements of the eye, but tends to produce slow, labored reading. The reader who develops an adequate span of recognition does so in spite of the method. Those who became good readers under this method, of course, acquired a large vocabulary of sight words and used the syllable method of analysis. More recent methods have too often neglected the advantages of facility in syllabication.

The word method. The Germans, much earlier than the English or Americans, began to realize that spelling was not the only, or the best approach to reading. Comenius' *Arbis Pictus*, published in Nuremberg in 1657, was the first illustrated schoolbook. A phonetic method was the basis of a German primer published in 1791. Huey¹ says that Jacotat (1770-1840) advocated the word method as a part of his system, and set forth clearly the arguments for it. Through the visits of American educators to Prussia, notably Horace Mann, the word method, as an approach to reading, was introduced in this country.

The first suggestion of the word method was made by Worcester, author of *Primer of the English Language*, 1828. Between 1840 and 1850 the a-b-c method was vigorously attacked, and the word method was advocated and made the basis of several texts. In the new texts, lists of words displaced the alphabet and syllabarium in the early part of the book. But the alphabet method persisted as the most commonly used method

¹ *The Psychology and Pedagogy of Reading* (1908), chap. xiii, "The History of Reading Methods and Texts."

for many decades and is probably still used in some remote and backward communities.

The word method in its early form, without accompanying phonetics, had the serious weakness of not providing a means by which a child could decipher a new word. Consequently the alphabet method persisted and phonetic methods were developed.

The advocates of the word method were right in the idea that the word is a feasible unit of recognition in beginning reading. The eye-movement studies indicate that the phrase is not the unit of recognition in primary reading, although it is often the unit of meaning, and in immature oral reading it is frequently the unit of vocalization.

The word approach to reading easily becomes a highly mechanical approach because attention is centered upon recognizing and saying words, phrases, and sentences with little or no regard for thought getting. In such a method of beginning reading the child naturally develops the wrong attitude toward the reading process. Until interest in content and in understanding and experiencing the meaning become uppermost in the child's mind in his reading, rhythmical expression of the meaning in oral reading and effective silent reading cannot be expected to be the usual outcomes.

Phonetic methods. It was discovered that sounding the letters of the word was a better means of deciphering a new or unfamiliar word than the method of spelling. The difficulty therein, of course, is the fact that the vowels, some of the consonants, and some digraphs have more than one sound. One device employed to overcome

this difficulty was to use modified characters to make a completely phonetic alphabet. In other cases a system of diacritical marks was taught and the reading material printed with diacritical marks to indicate the pronunciation of each word. In the primer adopted by California in 1905, the new word was first presented with diacritical marks, and in the case of polysyllabic words, with syllabication and accent. Is it any wonder that leaders in educational theory of that day were advocating the postponement of reading until the age of eight?

From the earliest use of the sounding method down to the present time we have had a great variety of phonetic systems, and many systems for learning to read have combined phonics with the word, sentence, and story methods.

A phonetic method, like the alphabet method, gives the child a means for attacking new words. But a method based primarily upon the phonetic approach is highly mechanical and develops the wrong attitude toward reading, just as the word method does. It is necessarily a one-sided method, and the child who develops rhythmical expression in oral reading and economical and efficient silent reading does so in spite of the method.

From the first introduction of phonics to the present time, some authors of reading material and some other leaders in education have opposed any direct instruction in phonics, although it has been generally recognized that the child needs to acquire a working knowledge of phonetics. Today Professor Arthur I. Gates is the outstanding advocate of the idea that a working knowledge

of phonetics can and should be acquired, partly incidentally and partly by the indirect intrinsic method wherein comprehension exercises are specially organized to develop skill in word perception and analysis.¹

It is generally agreed today, however, that the phonetic approach to reading is wrong, and that is a great advance over the situation prevalent within the recent past.

In Chapter IX deficiencies in traditional instruction in phonics and the essential foundations of better methods are discussed.

The sentence method. The mechanical character of the alphabet method, the phonic methods, the word method, and various combinations of these methods led to the trial of a new approach called the "sentence method," because the sentence rather than the word, sound, or letter was the first unit presented to the child. This method was first used about 1870. It was widely used after 1885 and was the natural forerunner of the story method. The theory underlying the method, its plan of approach to beginning reading, and the order of the instructional steps are very well set forth as follows, by George L. Farnham:²

The first principle to be observed in teaching reading is that things are recognized as wholes. Language follows this law. Although it is taught by an indirect process, still, in its external characteristics, it follows the law of other objects.

The question arises, "What is the whole? or what is the unit of expression?" It is now quite generally conceded that we have no ideas not logically associated with others. In other words,

¹ A. I. Gates, *The Improvement of Reading* (1935 ed.), pp. 303-313; (1927 ed.), pp. 154-168.

² *The Sentence Method of Reading* (1895).

thoughts, complete in their relations, are the materials in the mind out of which the complex relations are constructed.

It being admitted that the thought is the unit of thinking, it necessarily follows that *the sentence is the unit of expression*. . . .

A second principle is: we acquire a knowledge of the *parts* of an object by first considering it as a whole. . . . Repeated recognitions reveal the characteristics of the whole, so as to separate it from other things. . . . The sentence, if properly taught, will in like manner be understood as a whole, better than if presented in detail. The order indicated is, first the sentence, then the words, and then the letters. The sentence being first presented as a whole, the words are discovered, and after that the letters composing the word.

The sentence method has the advantage of beginning with thought or meaning wholes. As Huey states, the method goes famously at first, but "breaks down when the child attempts to read new matter for himself, so the teachers commonly say." Hence, the sentence method necessarily was combined with word and phrase methods, and often supplemented by phonics.

Combined method. A combination of the word method, the phrase and sentence method, and phonics was very probably the plan most commonly used for a decade preceding the introduction of the story method about 1910. In spite of the theory of the sentence method, the approaches to reading prevalent at the time of the publication of Huey's significant treatise in 1908 stressed phonetic analysis and repetition of words for the purpose of word mastery, to the decided neglect of a thought-getting attitude, child development through interesting joyful experiences in reading, and introduction of the beginner to reading with literary merit.

Concerning primers in wide use just previous to the

introduction of the nursery-rime and folk-tale primers, Huey says:

Next to the beauty of the primers, the most striking thing about at least three-fourths of them is the inanity and disjointedness of their reading content, especially in the earlier parts. . . . The actual aim that has guided in the selection and arrangement of most of the early reading matter has been the development of the power to recognize and pronounce words. Although the authors often disavow this and perhaps desired otherwise, the selections are such as to make reading a matter of word-pronouncing mainly.¹

Samples of beginning material with artificial word repetition. A primer copyrighted in 1891 and adopted for basal use by the state of California in 1905 is typical of those over-stressing word repetition to the sacrifice of interesting, senseful material. The first hundred running words contain only eight different words. On the facing page is a reproduction of the first three pages without the illustrations.

Such reading material is to a considerable extent senseless because of an almost utter lack of sequence from sentence to sentence.

The listing of the new words on each page with diacritical marking indicates that the method to be employed was that of teaching words by the phonetic method, and the child was evidently introduced to the complete phonetic system from the very beginning. It is difficult to believe that such material and procedure was accepted for wide basal use as late as 1905.

The fact that the need of simple reading material with a high repetition of words was recognized is im-

¹ *Op. cit.*, pp. 278-279.

FIRST THREE PAGES OF A ONE-SIDED PRIMER

bā' bŷ

mām mǎ'

sēe

see

mamma

See baby.

See mamma.

m̄y

döll

my doll

my baby doll

my mamma

See my doll.

See my mamma.

See my baby doll.

kīt' tŷ

cǎn

Ī

See my kitty.

I can see my kitty.

Mamma can see my kitty.

My kitty can see.

My kitty can see baby.

portant, but the sacrifice of senseful, sequential, interesting reading makes the plan one-sided.

The following is a page of reading material in the early part of a primer, published as late as 1921, stressing word repetition at the sacrifice of senseful material:

A PRIMER UNIT WITHOUT SEQUENCE OF THOUGHT

See me, mamma.
Can you see me?
I can see you.
I can see kitty.
Can you see Rover?
Can you see Rover's cap?
Can kitty see me?
Can kitty see Rover?
Can kitty see Rover's cap?

The following unit is from a pre-primer published in 1931:

A PRE-PRIMER UNIT LACKING GOOD COMPOSITION

Ted and Joe like to play.
Mary and Baby like to play.
Ted and Joe can play ball.
Mary and Baby can play ball.
Ted and Joe like a little ball.
Mary and Baby like a big ball.

Evidently this unit is seriously lacking in sequence from sentence to sentence. The order from the bottom up is just about as good as from the top down. Various arrangements of these sentences are possible. The sentences about Ted and Joe might be placed together and those about Mary and Baby together. Repetition

of words is attained, but at the sacrifice of good composition.

The following unit appears underneath a picture of a boy and his father, who is mowing the lawn, and is taken from a primer rather widely used, and bearing as its last copyright date, 1929:

This is my father.
 My father is a big man.
 He is a good father.
 Father can work.
 I can play with father.
 I love my father.

There is only one new word upon this page. The evident lack of good sequence of thought gives one the impression that repetition of words has been uppermost in the composer's mind.

B. THE NURSERY-RIME AND STORY METHODS AND MATERIALS

The literary primer. After considering the arid conditions of the typical beginning material in primers and the mechanical methods in use previous to the appearance of the literary primers, it is no wonder that the pendulum swung to the opposite extreme. Since literary readers had been the dominant type for a long time, it was natural that the use of classical literature in the form of nursery rimes and folk tales should be advocated and used for the very beginning book-reading. The literary primer was dominant for a decade or more beginning about 1910. During the height of its dominance no publisher would venture to offer to the public

any other type of primer. It is interesting to observe at this point that no one now advocates the use of this type of primer as the basal beginning book.

It is also quite interesting to observe that the beginning material in the literary primers differed radically from those of the period just previous in containing much more difficult reading material from the standpoint of vocabulary burden or word repetition. The material, however, even in story primers with modern imitations of classical, cumulative tales, was vastly better in essential elements of composition, in literary merit, and in interest appeal. The repeating of words and phrases in the cumulative tales, in the beginning part of primers, is a natural type of repetition, in contrast to the artificial repetition contained in primers based upon the alphabet, phonetic, word, and sentence methods.

Order of procedure. The approach to reading with the new types of literary materials was directly the reverse of the order followed in the word method. It will be recalled that the order in the word method was from the word to phrases and sentences, and then to the story. With literary material such as the nursery rime or story, the order was from the whole selection back to lines or sentences, then to phrases, and then to the individual words.

The nursery-rime method. The nursery-rime method involves the memorization of the nursery rime, the reading of it from a chart or blackboard as memory reading, the matching of cardboard strips, each containing one line, to the corresponding lines of the rime,

then the matching of phrases and words, and finally memory reading of the rime in the primer. Often a story utilizing the characters and vocabulary of the rime or Mother Goose poem followed in the primer.

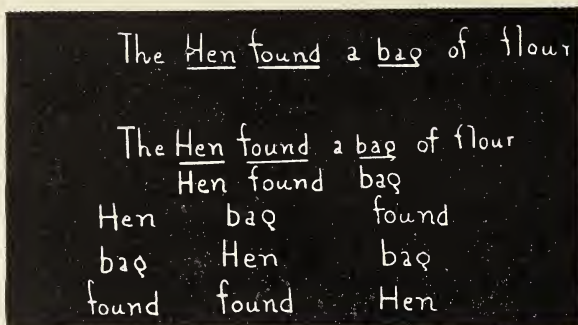
The slow-approach story method. There were two distinct methods used in connection with the folk-tale primer, one a slow-approach method and the other a distinctly memory-reading method.

The manuals for cumulative-tale primers, such as *Reading Literature* and *Progressive Road to Reading*, provided a slow-approach method, utilizing in the second phase of the instruction practices quite as mechanical as those used in the word and sentence methods. The following is a representative procedure:

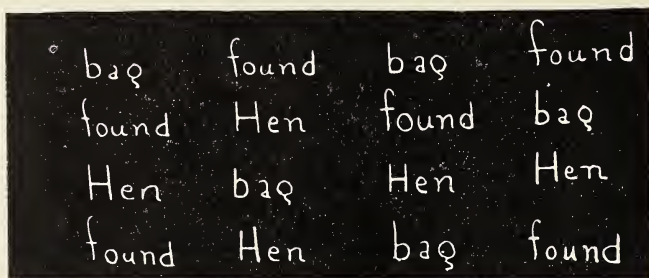
ONE ORDER OF DEVELOPMENT IN THE STORY APPROACH

1. *Oral Work: Development of Content.*
 - (a) Telling of the story by the teacher.
 - (b) Conversation on the subject matter of the story.
 - (c) Oral reproduction of the story by the pupil.
2. *Blackboard Work: Establishing of Relations.*
 - (a) Presentation and formal reading of the first sentence as a whole.
 - (b) Recognition of words by position in the sentence.
 - (c) Recognition of words by comparison.
 - (d) Independent recognition of words.
 - (e) Drill in rearrangement of words.
3. *Book Work: Reading of the Story as a Whole.*

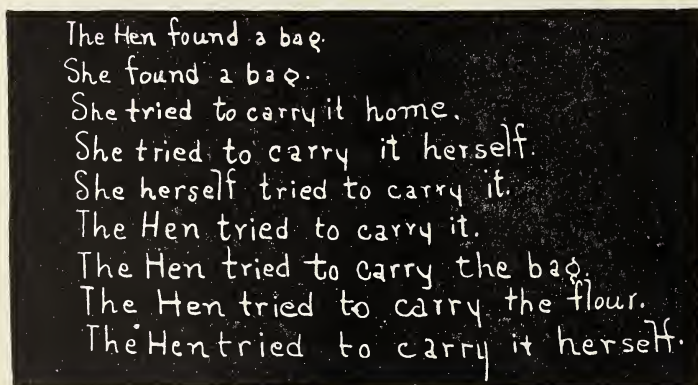
Figure 20 illustrates the type of blackboard drill lessons indicated under II in the outline above. Following the discussion of the blackboard drill, the manual says: "When the child has gone over the entire story, sentence by sentence, in the manner indicated, the book should



1. THE FIRST TWO STEPS



2. THE THIRD STEP



3. THE FOURTH AND FINAL STEP

FIG. 20.—Sample blackboard lessons in the slow-approach story method.

be placed in his hands so that he may read the story as a whole."

Imagine the relish with which the child would attack this story in the book after hearing it, telling it, and then having it fed to him in drill doses, a sentence at a time, over a period of several weeks!

The story-memory method. Another type of approach to the reading of a folk tale in the primer developed. This plan substituted for the preparatory-drill part of the procedure, chart reading and memorization of the story in the exact words of the version in the primer. This method was devised to develop the attitude of reading for meanings and to facilitate continuous page-by-page reading during the child's earliest experiences in book reading. These objectives are worthy ones, but the method goes to the opposite extreme to that of the mechanical methods that preceded.

The memory-reading method was developed to solve the difficulties incident to the reading of difficult beginning units in dominant types of literary primers of the day. The plan provided considerable joy in beginning reading for both teacher and child.

The supplementary practice of matching line, sentence, phrase, and word units on chart strips to corresponding units in the complete selection on the blackboard or chart appeals to the child at first, but soon becomes monotonous. Flash card practice was brought in to bolster up word and phrase recognition. Different teachers used varying amounts of these types of drill, in which visual symbol was matched to visual symbol, or oral symbol was matched with visual symbol by

having the child pronounce the word or phrase exposed. No comprehension responses or activities were utilized, as a rule. Games were invented to provide derived interest for the drill.¹

The result of the literary-memorization method was that many children acquired an over-dependence on context clues, became phenomenal guessers, and failed to learn words. An example in point is the child who was reported as doing very well in reading in the first grade, but was later reported by her second-grade teacher as not being able to read at all because she did not know the simplest words. Such results and the results of certain current practices directly derived from the story-memorization method, in the writer's judgment, have contributed in no small measure to the unnecessarily large number of non-readers and retarded readers with unfortunate attitudes and habits.

We shall now consider how the practices that grew up in connection with the difficult literary primers are related to and affect certain methods and plans of approach in beginning reading in current use.

C. THE MEMORY TECHNIQUE APPLIED IN SOME CURRENT METHODS

Carry-over in methods for new-type primers. Gradually the type of primer based upon experiences common to young children supplanted the literary primers. However, memory reading in the early part of the primer continued as a result of the use of wall-chart reproduc-

¹ The procedure in a classroom where the story-memory method was used has been described in great detail by S. C. Parker in *Types of Elementary Teaching and Learning* (1923), chap. v.

tions of the early primer stories, and publishers found that the type of chart material which could be most easily sold was the chart reproduction of the early part of the beginning book. Such chart material was welcomed by teachers because of the difficulty of primers based on children's play experiences.

Eventually authors of pre-primers and primers learned how to produce much simpler story material, based upon children's experiences and excellent from the standpoint of elements of good composition and interest. But still the feature of the memory technique in the form of preliminary reading of primer units in chart or blackboard form continues the most common immediate approach to beginning book reading suggested by authors of basal beginning books. This statement can be verified by consulting the following:

"Elson Basic Readers": *Teacher's Guidebook for the Pre-Primer and Primer* (1930), pp. 57-136.

"Curriculum Readers": *Manual for Pre-Primer and Primer* (1934), pp. 35-40.

"The Unit-Activity Reading Series": *Teacher's Guide for the First Year* (1935), pp. 77-83.

"Real Life Readers": *Manual for Real Life Primer and First Reader* (1930), p. 34.

"The New Path to Reading": *Manual for the Primer* (1929), pp. 1-3.

"Child-Story Readers": *Teaching Manual, First Grade* (1927), pp. 57-69 and p. 244.

Objections to the typical story method. In the writer's opinion there are several serious objections to the type of immediate approach to early book reading, involving reading the unit from the blackboard or chart before it is read in the pre-primer or primer.

It tends to result in memory reading, with the result that the child does not learn to recognize the words and does not get the proper start in eye-movement habits. The child who does not readily learn words incidentally becomes over-dependent upon context clues, especially so unless the plan is bolstered up by much supplementary practice for word recognition.

In the second place, if the child approaches a reading unit in the book after having just read the identical material on a chart or blackboard, the motives for reading are quite different from what they are if the sequence and plot of the story is new to the child. There is undoubtedly less intrinsic interest in the story in the former plan.

If the material is merely reproduced upon the blackboard, or set up with word cards on the container chart, as suggested in some of the manuals, the great advantage of the attractive colored illustrations is lost. While such chart and blackboard reading has the advantage of a common center of attention, the lack of the illustrations detracts from the interest and adds to the difficulty, as contrasted with the reading in the book with its large, attractive, colored illustrations.

The plan suggested in a number of the manuals is a piecemeal method. For example, the first story in the *Elson Basic Pre-Primer* is a delightful little story of six pages with action, suspense, and surprise. The children should have the opportunity of enjoying it as a complete reading experience at a single sitting. The plan outlined in the manual, however, involves (1) the reading of the material on the first three pages from chart material;

(2) the reading of the first three pages in the booklet; (3) supplementary chart practice in word recognition; (4) seatwork supplementary to the three pages; (5) development of new words and reading page 4 from chart material; (6) reading page 4 from the booklet; (7) supplementary chart practice in word recognition; (8) development of new words and chart reading of pages 5 and 6; (9) reading pages 5 and 6 from the booklet; (10) supplementary chart practice in word recognition; (11) seatwork supplementary to pages 5 and 6.

This is a systematic procedure having many advantages, but in it the experiencing of the story by the children is very scrappy. It is entirely feasible, as is shown in Chapter VI, to provide preparatory materials and reading experiences that will familiarize the children with the characters, the vocabulary, and some of the experiences in this story, without revealing the plot and surprise elements in the story, so that the group of children can read the story through to the airplane surprise at the end in a single twenty-minute period. The plan for such a procedure is based upon the standard that the story reading in the pre-primer or primer should be based upon the method of the whole, upon the idea that the reading of a story from the very beginning should be a unified, complete experience, rather than a scrappy, piecemeal experience.

Finally, the plan of preliminary chart reading of the identical material in the book and the accompanying tendency to rely upon memory of content and to become over-dependent upon context clues require an abundance of pure drill in word recognition as evidenced in

the detailed procedure just previously set forth. In the judgment of the writer, the solution of the problem of obtaining experience of the whole, thought getting, and word recognition, does not lie in plans that involve undue reliance upon memory of content supplemented by drill exercises in sentence, phrase, and word recognition. Such practices have been altogether too common. Rather the solution lies in the new intrinsic techniques for word learning in simple, purposeful reading activities, which are illustrated in the next chapter, and in abundant repetition of the same words in easy, interesting reading in pre-primers and primers. The story-method order from story-whole back to sentences, phrases, and words is not an essential in achieving a well-balanced set of objectives in beginning reading.

D. SOME EXTREME THEORIES AND PLANS

The natural incidental method. The theory that children should learn to read naturally and incidentally, in the same manner in which they learn to talk, is not new. Huey advocated such an approach to reading in *The Psychology and Pedagogy of Reading* (1908) and advanced the idea that the child should learn to read at home. We know, of course, that some precocious children learn to read at home naturally and incidentally, before the age of six.

Dr. J. L. Meriam advocates the incidental method. In a letter to the author Dr. Meriam says, "The best way to teach reading is not to teach reading, but to do vigorously that in which reading functions." He says, "In recent years I have carried on two demonstration

schools; one wholly Mexican pupils in Placentia, California, and the other a mixture of four races in Santa Monica. In these two public schools this incidental method is carried out in a thoroughgoing fashion with most excellent results."

Dr. Meriam has set forth the principles and procedures of the incidental method and has explained the plan as follows:¹

Two principles for this initial reading are fundamental in the simple method to be proposed:

1. The best way to teach reading is not to teach reading, but to provide the occasion—normal in the lives of little children—in which certain reading functions. This statement is not intended to be epigrammatical, spectacular. Its purpose is emphasis upon economical teaching and economical learning. When Basedow used his gingerbread method of teaching reading he set an example of waste—financial waste in supplying the gingerbread horn-books, though he claims this additional expense was trifling; pedagogical waste in using his ingenuity in devising such savory motives instead of providing suitable reading material. Basedow's example is too generally followed by primary teachers today.

2. Let pupils read to learn; incidentally they will learn to read. This statement is not a mere affected aphorism. It is seriously intended to place before teachers and pupils the real objective, not to learn an art, but to practice one. Of course, pupils are destined to learn to read. But the acquisition of this ability may be—it should be—incidental to the accomplishment of a more worthy purpose. This principle will not readily be accepted by teachers or laymen. Custom has a tenacious grip, and frankly to countenance objectives as found in real life is a staggering challenge.

These two principles are thus proposed as fundamental. The latter emphasizes function, the former minimizes method. The two work together in insisting that the reading process, initial or later, be economical. Where the normal motive for reading approaches 100 per cent, the method approaches zero. How do two-year-old children acquire ability to talk? How does the child of six acquire the forms of table etiquette? Learning to talk is inci-

¹ J. L. Meriam, "Avoiding Difficulties in Learning to Read," *Educational Method*, April, 1930.

dental to children's prattle; and table etiquette is incidental to food consumption in good family life and society. In recent years—even days—we hear such statements as: "geography" is learned in the study of transportation; "language" is developed in group conferences. This tendency is most marked. The case method—of a sort—is coming into practice. We study incidents in real life, not generalizations upon such life. Children are to enjoy the story now in print before them. They are to get from the printed page the information which they wish. We are thus in a position to attack our real problem in reading.

The last few statements made clearly indicate that the initial steps in reading will be intimately related to certain definite activities in which the children are concerned, activities in themselves independent of any reading. Some teachers and students of education will at once say that just this is practiced in our progressive schools. As a basis for "reading" exercises, pupils are taken on an excursion to the dairy. Then statements about the dairy are placed on chart or blackboard for pupils to read. Indeed, much of this teaching goes on in our schools, especially the so-called progressive ones. But in such cases we have illustrations of the project method in its simple form; the dairy excursion is used as a device for motivating reading.

The two principles proposed above are diametrically opposed to this project method device. Reading and children's activities are intimately related, but, as here proposed, reading is strictly a means to further the activity. The activity is not to be used as a means of furthering the reading. In the procedure here described, it is essential that this distinction definitely be recognized.

It is important to make three further statements, of a very practical nature, about reading:

1. People enjoy reading about their own activities, or even about themselves. I am not so sure that this applies to the President of the United States and to our congressmen. But it is indeed true of little people in our lower schools. And it would be easy to indicate other groups interested in press reports and accounts in script referring to themselves.

2. Such reports and stories have a "boomerang" effect, that is, they return to the individual and stimulate him to a renewal of his activity, and to an improvement upon his previous achievement. To appear in print is helpful. A "write-up" on blackboard, chart, or paper pleases the pupil and stimulates a renewal of his activity. As with the individual, so with a group of pupils. The whole class as a group is stimulated by reports of the group activity.

3. Initial steps in reading are most effective when they relate to behaviors most active. Pupils respond little to a story of "number work," as indicated by "Emmy Lou, laboriously copying digits." But these same pupils react promptly to a pithy account of their game of marbles or relay race. In short, pupils are much more responsive to stories of intense action than to those of inaction.

The following are samples of beginning units suggested by Meriam, units growing out of the children's play experiences and intended to contribute to the activity.

Atta-boy
Great game
Oh what fun
We played so fast
We want to play again

Hurrah
What fun we had today
Three cylinders in one circle
Tom put them in another circle
Then Dick put them back
We play hard
And have lots of fun

One two three go
All the balls rolled at once
Each player had a ball
Go
Every ball rolled
Bump bump bump

Concerning the matter of word recognition in the earliest stage of beginning reading Meriam says:

The first "reading" is largely seeing and remembering expressions used orally only a moment before. Identification of indi-

vidual words is not important. Errors are not serious. Indeed these little children do not make mistakes; as Judd pointed out in one of his first books, they only fail to do what adults expected of them. So, in the first story above, the serious rather than emotional pupil may read: "We played very fast," instead of "we played so fast." He was close to the spirit of the little story. The misreading of one word need not even be noted.

Tell to pupils the recurring words when later they do not recall them. Prompt telling is the readiest means of helping the pupils on into the story and into further activity. Tell them "seventy times seven times" without becoming discouraged. No, not many times, for the functioning of the word tends strongly to fix it early. But it is important that pupils make haste slowly at first. Later, advancement is made rapidly.

Meriam presents certain statistical evidence to show that the incidental method produces better results than conventional methods. These comparisons are based upon averages. Even granting the validity of the comparisons, which is seriously doubtful because variables such as intelligence and teaching skill were not controlled, the question as to how many of the pupils develop wrong habits and serious deficiencies under such a plan is not even referred to.

The advocates of this theory fail to realize that the child has vastly more need for learning to talk in relation to his needs, desires, and activities than he has for learning to read. While most children of normal or superior intelligence have acquired some desire to learn to read by the age of six years and some learn to read very easily, the majority of children find the process of learning to read a rather complex and difficult undertaking and manage to get along very happily without the use of functional reading. Consequently, these children need to be surrounded by the conditions most

favorable to success in getting a successful start in reading. This means planned and controlled reading experiences so that in their approach to reading the difficulties are reduced to a minimum and the interest in reading is raised to the maximum. Plans for doing this are presented in the next chapter.

Another pitfall is the assumption that 100 percent motive will bring success in a complicated learning situation regardless of the lack of system and sequence as to difficulty.

Dr. Gates¹ has presented evidence showing that the natural or incidental method does not bring satisfactory results. From a study of 130 pupils left entirely or almost entirely to their own devices, he concluded that pupils ranging from fair to distinctly superior intelligence frequently fail to develop satisfactory techniques of word perception and recognition, that many of the children become over-dependent upon context clues, that at least a fourth of the children flounder considerably or deplorably, and half of these make scarcely any progress in learning to read.

Huey's description of the experience-activity approach. The approach to reading through immediate school activities, "a type of instruction in which reading is taught largely as it enters into or flows out of children's interests and activities" has been called the experience method by Nila B. Smith,² in her excellent historical account of reading instruction in America.

¹ *New Methods in Primary Reading*, Chapter III, and *Teachers College Record*, April, 1926.

² *American Reading Instruction* (New York: Silver, Burdett & Co., 1934), pp. 229-263.

This theory, closely akin to the natural or incidental method, and accompanying practices are not so very new. Huey, in 1908, reported an interesting account of this plan as used in The Chicago Institute, and in the Francis W. Parker School at that time, based upon articles in the *Elementary School Teacher* for October, 1900, and April, 1904. He says:

In this Chicago work the children learn to read as they learned to talk, "from a desire to find out or tell something." From the child's point of view, learning to read will be incidental to other things in which he is interested. Willing effort is what makes him learn to read fast. After performing some experiment, or perhaps after working in the garden or observing things in nature, the children gather to tell what has been done, and the teacher writes their statements on the board. They read and correct their own statements, and often these are printed by some of the older children and returned as a printed story of what has happened. The child can read these, knowing the gist of it already, and takes the printed account, perhaps, to read to his parents at home.

Well, it turned out that the advocates of the use of classical literature, nursery rimes, and folk tales, as the beginning material, won the day. The story-memory method of starting with the story and working back to phrases and words was developed and held sway for a decade, and still influences classroom practice. Later teachers found this procedure a feasible one with the difficult new-type primers based upon children's experiences.

Present status of the experience-activity method in reading. During the last ten years the theory of depending entirely upon chart and blackboard reading of a functional type, relating to classroom activities or flowing out of the children's immediate activity experiences,

has been widely advocated. In some manuals accompanying beginning basal reading materials, it is relied upon entirely for preparation for the earliest book reading, such as the manuals for the beginning materials of "The Child's Own Way Series" (1926) by Marjorie Hardy; "The Children's Own Readers" (1929) by Pennell and Cusack; and the "Do and Learn Readers" (1930) by White and Hanthorn. The material in the beginning book of each of these series, especially as first published, is exceedingly difficult material. Many schools are now attempting a complete integration of beginning reading with the group experiences and activities of the children. Such a program has been described in detail by Dickson and McLean.¹

Several series of readers have been designed for the purpose of facilitating the integration by outlining in the manual the program of activities. It appears to the writer that such a plan is really contrary to the fundamental psychology and spirit of the progressive activity movement, which is one of the important and significant developments in the history of educational methods. Teacher and child initiative in proposing and planning activity projects is fundamental, and to limit and cramp the activity program to conform to manual proposals in line with the reading material in the basal series would seem unwise and out of harmony with the basic principles underlying the progressive, activity movement.

Values of experience-activity reading. The writer has

¹ Julia E. Dickson and Mary E. McLean, "An Integrated Activity Program Try-Out in a First Grade of the Public Schools," *Educational Method*, October, 1929.

long recognized important and significant values in functional reading and in the cooperative formulation and reading of units based upon the children's experiences and activities. In the original 1922 edition of *Silent and Oral Reading*, three pages of sample units of this type are given. The functions and values of this type of reading may be summarized as follows:

1. An important means of developing a correct and adequate concept of reading as a meaningful process closely related to life activities.

2. An aid in fostering an attitude of thought getting rather than mere word recognition and pronunciation.

3. A means of arousing, maintaining, and increasing the child's desire to learn to read.

4. The medium for experience with an extensive vocabulary needed by those pupils who readily learn words and are entitled to an opportunity to expand their reading vocabulary.

5. An excellent means of integrating a project, oral and written composition, and reading.

Limitations and dangers of the experience-activity method. While this type of reading has important values and advantages, it also has serious limitations and disadvantages as a sole approach to beginning reading, and as a sole source of reading material in the lower grades. These limitations have been set forth by the writer elsewhere¹ as follows:

"The experience-activity method in beginning reading includes much reading of cooperatively formulated

¹ Clarence R. Stone, "The Current-Experience Method in Beginning Reading," *Elementary School Journal*, XXXVI (October, 1935), 105-109.

charts based on the children's immediate activities and experiences. The plan necessarily involves the use of an extensive vocabulary and difficult units of reading material. The inevitable result is that memory reading is fostered. So far, the published plans for this type of approach without teaching materials commercially supplied make no provision for sufficient repetition of a minimum basic vocabulary in meaningful reading to result in word learning. To bridge this gap, some teachers have the children do a great deal of matching of word and phrase cards to the words and phrases in the chart unit, following the technique of the nursery-rime and folk-tale method, and they give isolated practice on word recognition. These supplementary devices are, of course, in violation of the theory of the experience method.

"The point is that the experience method in beginning reading involves content which is too difficult and a vocabulary which is too extensive to give successful results except with a certain percentage of six-year-old children of normal and superior intelligence who readily learn to read under any method or with no method. The real test comes in the use of the method with the children who experience difficulties in learning to read. With these children it is necessary to use carefully constructed reading materials that obtain a maximum amount of repetition of a minimum easy vocabulary in a variety of meaningful reading situations especially organized to promote facility in word recognition.

"There are important advantages in functional reading and in reading based on immediate first-hand expe-

riences, but the advocates of the experience or activity method as a complete and adequate plan appear not to take into account its limitations. In none of the published plans and accounts of the reading activities in particular schools using the experience method are found provisions for the varying needs of the children in learning to read. The fact is that this method does not lend itself to the varying rates at which six- and seven-year-old children learn to read.

“There is a mass of scientific data to show that six- or seven-year-old children vary greatly in mental maturity, in ability to perceive likenesses and differences in word forms, in various eye functions,¹ and in other determining factors in learning to read. In an integrated program of reading related to large project units of activity participated in by the whole class, there is little opportunity to adapt the reading instruction to the varying needs of the children. The evidence is clear that the children in almost any beginning first-grade class will vary greatly in reading achievement by the end of a half year or a year, and the same is true of classes in the second, third, and fourth grades. A class of thirty to forty children will nearly always have three distinct levels of achievement. Each of the three groups needs reading materials of a particular degree of difficulty. Just how does the experience method provide reading experiences and training for these widely varying needs? I have been unable to find the answer in any account of the use of this method or in any suggested plans in

¹ E. A. Betts, “Teacher Analysis of Reading Disabilities,” *Elementary English Review*, XI (April, 1934), 99-102.

manuals or other books proposing the experience method.

"The advocates of the experience method or the plan of integrated reading say that the children are learning to read in schools putting the theory into practice. I have seen no scientific studies presenting data to show that the plan solves the reading problem in a school representative of the average American community, but I know of some schools where the plan has been tried with unsatisfactory results.

"One study has been published which, at least, indicates that the activity program does not solve the problem of first-grade reading. Lee¹ made a survey of achievement in first-grade reading in a large number of centers in California and produced data indicating that the schools giving the most emphasis to project activities made the poorest showing in reading achievement. As Lee appropriately points out, the results do not mean that schools should not use activity projects, but the study raises grave doubt that the experience or activity method yields satisfactory results in first-grade reading.

"All evidence appears to show that learning to read is such a complex process that a considerable portion of the children cannot make progress commensurate with their mental growth under the experience-activity method, in which the reading content is closely related to, and grows out of, immediate first-hand experiences and project activities.

"Furthermore, why should the child's opportunity for

¹ J. Murray Lee, "Reading Achievements in First-Grade Activity Programs," *Elementary School Journal*, XXXIII (February, 1933), 447-451.

reading be restricted to that integrally related to other school activities? Group recreative reading of simple interesting stories in an attractive book, with a carefully controlled vocabulary that increases gradually, is surely a profitable and enjoyable activity regardless of a lack of integration with large activity units. Wouldn't the lives of us adults be a bore if all our activities during the day or the week, including our reading, had to be unified or integrated in some way?

"With the attractive and scientifically constructed commercial materials now available in the form of preparatory chart and workbook material and easy interesting beginning books, it is easy to make the reading activities highly interesting, enjoyable, purposeful, and distinctly useful in extending and enriching experience even though they may have no relation whatever to constructional project activities. In my judgment, a reading program confined to improvised reading materials related to other activities will be just as narrow and inadequate as was the reading program of fifteen years ago which utilized only classical literature. Furthermore, the average teacher does not have the technological knowledge, the resourcefulness, and the time required to produce the materials needed.

"Study of methods in beginning reading shows that they are too often extreme in one direction or the other. Many schools are now in danger of going to a new extreme in primary reading which will lead to a narrow program; some, in fact, are already there.

"Project activities involving pupil purposing, planning, cooperating, and creating are an invaluable part

of primary education. Nevertheless, the theory that all the reading activities must be related to, and grow out of, these activities is psychologically unsound, unduly restricts the program in reading, and in practice fails to provide adequately for the instructional needs of many children. Incidental, correlated, and integrated reading has distinct and unique values, but it should parallel rather than supplant a systematic and sequential plan in beginning reading."

A supervisor's reaction. An interesting coincidence has occurred. As this section is being written a communication, containing the following paragraphs, has just been received, indicating some of the difficulties which teachers and supervisors are having in connection with reading related to activities:

Last February in San Francisco I had the pleasure of sitting with the group attending your panel discussion of reading at the California State Supervisors' Convention and enjoyed it enormously. I liked your ideas on primary reading then, and now I have just read your article in the current issue of the *Elementary School Journal* and want to tell you I am glad to have you point out some of the dangers of the experience-activity method of teaching reading.

It has troubled me not a little when as supervisor I note a primary reading project launch forth into a large vocabulary of words which the child does not ordinarily see or use but which is needed for the project. For instance, second-grade pupils with *cantilever*, *trusses*, *approach*, *tower*, *pier*, etc., and first-grade pupils trying to read such words as *Halloween*, *midnight*, *witches*, *jack o'lantern*, words which do not tie up with their ordinary reading and which they do not use frequently. It seems to create confusion and a desperate clinging to picture clue and memorization.

We feel that reading itself is a delightful activity, project, or "rich experience" as you choose to call it. We still like to think of the experience of exploring a new book as a fine educational process in itself even if it is not tied up with what the child does elsewhere.

E. THE NEW COMPOSITE INTRINSIC METHOD

Gates blazes a new trail. At the meeting of the National Society for the Study of Education in February, 1926, when the report of the National Reading Committee was presented, Dr. Arthur I. Gates made a vigorous attack upon the typical method which requires much non-intrinsic supplementary practice that is formal and wasteful. He has advocated,¹ instead, the intrinsic plan in which word learning takes place as a result of various types of meaningful reading, including preparatory reading activities of the work-play type. Herein we have the possibilities of a method which contains the maximum of advantages of all the other methods and a minimum of the disadvantages, and which is well balanced.

A forerunner of the Gates plan. In the city of Detroit, Nila B. Smith developed a method and materials in beginning reading containing essential elements of the Gates intrinsic method. The first step in her method, as used in *Picture Story Reading Lessons, Series I*, published in 1924 by the World Book Company, was like the story method, in that an interesting story was told to the children. The story, however, was not memorized and not used for book reading by the children. But the work-play reading activities were related to the story and provided vocabulary preparation for the reading of a simple story in the beginning reading book proper. The lesson pad contained worksheets to function as preparatory material. A pictured dictionary was provided to accompany the reading book. The plan involved

¹ *New Methods in Primary Reading* (1928).

the memorizing of picture labels and reference to the labels by the child in the dictionary as one means of self-help in getting words.

Reading systems using the intrinsic method. At the present time there are three relatively new systems of instruction in beginning reading utilizing the underlying psychology of the intrinsic method in beginning reading. The series of readers accompanied by preparatory materials based on the intrinsic method are as follows:

A. I. Gates and Miriam B. Huber, "The Work-Play Books" (New York: The Macmillan Company, 1930).

Clarence R. Stone, "Webster Readers" (St. Louis: Webster Publishing Company, 1932).

Nila B. Smith, "The Unit-Activity Reading Series" (New York: Silver, Burdett and Company, 1935).

Need of a balanced plan. This critically constructive historical review of reading methods provides a foundation for making better-balanced plans in beginning reading. The ideal program in beginning reading is one in which a well-balanced, systematic, expertly planned course built upon a minimum vocabulary parallels the improvised functional reading and experience-activity reading of cooperatively formulated units, which require an extensive vocabulary. The latter should not be hampered by vocabulary limitations, repetition of words, and drills for establishing word recognition, while the former needs to be built upon a carefully selected and controlled vocabulary with the maximum repetition consistent with good composition and strong interest appeal. The systematic course also needs to be well balanced with respect to skills on the one hand and attitudes, interests, and experience on the other hand.

It should not be one-sided with respect to types of material and techniques; but should be balanced with respect to informative and literary reading, and with reference to work-type and practice techniques on the one hand and interpretive and recreative procedures on the other hand.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. What advantage did the primers developed under the combined word, sentence, and phonetic methods have over primers based upon the story and experience methods?

2. What was the chief weakness of the former?

3. Formulate a set of points or questions to consider in selecting a basic pre-primer and primer.

4. What questionable technique or practice was carried over from the folk-tale method to the new materials based on the child's real experiences?

5. Discuss the advantages and shortcomings of the incidental method in beginning reading.

6. Compare Huey's discussion of incidental, experience-activity procedures in beginning reading with some recent treatment.

7. Discuss the experiences and reaction of teachers in relation to the experience-activity method in reading.

8. In what respects is the new composite intrinsic method like and unlike the combined word, sentence, and phonic method?

9. In what respects is the new composite intrinsic method like and unlike the experience-activity method?

10. Prove that the composite intrinsic method as applied in some series of basic readers and accessory materials provides a well-balanced, systematic course in beginning reading.

11. Discuss the question as to whether experience-activity reading should parallel or supplant the more systematic methods and materials.

12. In the light of the standards set forth in this chapter, give a constructive criticism of one of the following references in the "Selected Bibliography": 12, 19, 28, 68, 74, 97.

CHAPTER VI

THE ROAD TO A BETTER START IN READING: LEVEL I

A. FACTORS DETERMINING READING READINESS AND PROGRESS

Mental age and intelligence quotient. Experience has established the chronological age of six years as the psychological time for the child to begin to learn to read. The average child at the age of six years has acquired certain of the social arts including spoken language, has become vastly independent in comparison with the infant, and has arrived at the point where he desires to learn to read as he sees others about him reading. This is, indeed, the psychological time for such a child to begin to learn to read.

The evidence is quite clear that mental age is much more important than chronological age in determining reading readiness and progress. While the intelligence quotient is an index of probable learning rate, it does not reveal whether the child is mentally ready for reading, unless the chronological age or mental age is taken into account. Assuming the requisite mental age, the intelligence quotient is the most important factor, as a rule, in predicting rate of learning.

Should reading be postponed? Certain studies¹ have been reported that tend to show that a mental age a

¹ Mabel V. Morphett and Carleton Washburne, "When Should Children Begin to Read?" *The Elementary School Journal*, March, 1931. See also *Los Angeles Educational Research Bulletin*, February, 1928.

few months above six years is the optimum time for the child to begin to learn to read. While the conclusions of these studies should be regarded as only tentative because of grave doubts as to whether the best plans of materials and techniques were followed, they indicate the advisability of a relatively long preparation for book reading and the formation of junior-primary groups for those children who are shown by tests and by their learning during the pre-book period not to be ready for book reading.

As a result of the study by Washburne and Morphett, the practice in Winnetka, Illinois, in the main, is not to introduce the child to the regular systematic instruction in reading until he has attained a mental age of six

TABLE II. NUMBER OF CHILDREN OF EACH MENTAL AGE AND PERCENTAGE MAKING SATISFACTORY READING PROGRESS

Mental Age in Years and Months	Number of Children †		Percentage Making Satisfactory Reading Progress ‡	
	Detroit Test	Stanford- Binet Test	Detroit Test	Stanford- Binet Test
4-5 to 4-11.....	1	1	—	—
5-0 to 5-5.....	12	1	0	—
5-6 to 5-11.....	12	12	0	8
6-0 to 6-5.....	17	22	47	41
6-6 to 6-11.....	23	38	78	68
7-0 to 7-5.....	29	31	79	68
7-6 to 7-11.....	16	15	75	87
8-0 to 8-5.....	7	11	—	82
8-6 to 9-0.....	8	2	—	—

† Because the tests were given on different dates, some children who were given the Detroit test were not given the Stanford-Binet test and vice versa.

‡ No percentages were figured for groups of less than ten children.

years and six months. Table II gives the main data upon which this practice is based, and Figure 21 presents certain of these facts graphically.

As a result of this study the conclusion was reached "that, by postponing the teaching of reading until children reach a mental level of six and a half years, teach-

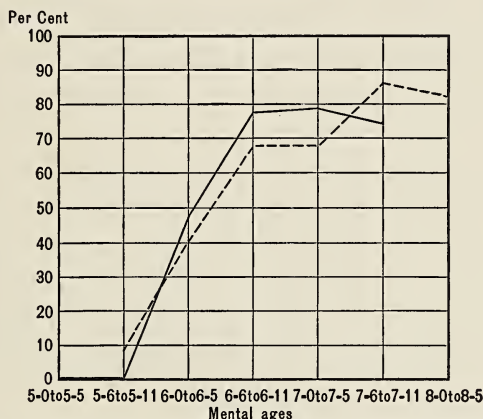


FIG. 21.—Percentages of children of various mental ages, as determined by the Detroit First-Grade Intelligence Test (solid line) and by the Stanford Revision of the Binet-Simon Scale (broken line), making satisfactory reading progress in school year 1928-29.

ers can greatly decrease the chances of failure and discouragement and can correspondingly increase their efficiency."

In the report of this study satisfactory reading progress during the first semester is defined as the completion of thirteen progress steps and ability to recognize in isolation at least thirty-seven of the words that have been taught.

Assuming that the same materials¹ and procedures in

¹ Livia Youngquist and Carleton Washburne, *Winnetka Primary Reading Materials* (Chicago: Rand McNally & Co., 1928).

beginning reading are to be used, the policy of postponing beginning reading is fully justified. But the plan in Winnetka is so different from plans more commonly in use that this study alone would not justify other school systems in following the same policy. In the first place, the plan there is entirely one of individual instruction. The usual group instruction with wall-chart and blackboard reading is entirely lacking in the basic method and materials. In the writer's judgment the materials and procedures involve unnecessary difficulties in the approach to the book reading. It is not surprising that less than half of the children with mental ages from 6 to $6\frac{1}{2}$ years make satisfactory progress and that one-fifth to one-fourth of the children with higher mental ages do not make satisfactory progress. Such would not necessarily be true with the use of quite different materials and procedures.

An alternative to postponing beginning reading for all children is the lowering of requirements, simplification of the learning activities in the approach to book reading, differentiation in rate of progress and in method to meet the varying abilities and needs of different groups, and postponing beginning reading for the very immature in the larger schools where it is possible to provide non-reading activities for such a group.

The mental age required for readiness for the earliest stages in learning to read depends upon the method and the materials to be used and upon the individual's status with respect to other conditioning factors.

While mental age is an important factor in readiness for beginning reading, the fact that many non-readers

and seriously retarded readers are normal or above in intelligence indicates that there are other important factors determining progress in reading.

Dr. Marion Monroe¹ has reported some significant data in this connection. Table III gives the distribution as to brightness of 155 problem cases in reading. These children ranged from 7 to 15 years of age and were referred to the reading clinic by parents, teachers, and school psychologists for a study of their reading difficulties.

TABLE III. DISTRIBUTION OF 155 PROBLEM CASES IN READING WITH RESPECT TO INTELLIGENCE QUOTIENT

I.Q.	No. Cases
140-149.....	1
130-139.....	5
120-129.....	11
110-119.....	20
100-109.....	37
90-99.....	44
80-89.....	32
70-79.....	4
60-69.....	1
<hr/>	
Total.....	155
Mean I.Q.....	100.9

Each of the thirty-seven pupils with intelligence quotients of 110 or above, or approximately one-fourth of the total, had a mental age of $6\frac{1}{2}$ years or above when 6 years chronologically. Yet they became problem cases in reading. The statement that postponing beginning reading will not solve the problem of non-readers and seriously retarded readers seems to be justified.

Concerning reading readiness and the age at which

¹ *Children Who Cannot Read* (Chicago: The University of Chicago Press, 1932).

children should be started in reading, Gates has contributed the following important statement:¹

In investigating this field certain cautions must be exercised. First, it must be realized that various visual, auditory, and other defects will be found among the pupils at the age of beginning reading as they are found at later ages. It should not be too hastily concluded, even if a pupil's failure in learning to read under certain conditions can be reasonably traced to immature vision or immature phonetic insight, that this child is not ready to learn to read or constitutionally too immature to learn. The reason for this has been indicated in the studies given above. By more sagacious choice of materials and methods and a better adjustment to this pupil's equipment, he may learn readily, and greatly enjoy and profit from the experience. It is important to note that most studies on reading readiness heretofore made have merely determined the success which children have in some conventional type of reading instruction. It is conceivable that, through a radical change in the character of the materials and methods and all the related activities, "readiness" would seem to appear at quite different ages. To be specific, I myself believe that it would be theoretically possible to develop a program which would enable children to learn to read quite readily at four years of age. It would likewise be possible to develop another initial program in reading which would be too difficult for most children until they were eight or nine years of age. We do not need to assume that the program of teaching beginning reading is forever settled and that it is merely a matter of selecting the children who can successfully proceed through it. It is still possible radically to change the initial programs in reading to make them adjustable to a wide range of intellectual and, in general, constitutional levels. The decisive criterion is probably a social rather than a psychological one. The time to begin reading is the time when learning to read will be individually the most satisfying and helpful and socially the most fruitful period. I believe that we can design materials and methods to enable children to learn to read successfully at this age, whatever it may be.

Knowledge of the English language. While an understanding of spoken English in simple form and an

¹ "Viewpoints Underlying the Study of Reading Disabilities," *The Elementary English Review*, April, 1935.

ability to speak simple English correctly are aids in learning to read, they may not legitimately be considered essential prerequisites to reading readiness in special cases. The fact that the deaf and the deaf mutes learn to read is evidence of this fact. During two years of experimental work in beginning reading in over twenty schools of Oakland, California, directed by the writer, teachers reported that certain children with distinct language handicaps made satisfactory progress in beginning reading. This was due to the nature of the materials and techniques being used.

A plan that utilizes extensively varied responses such as acting, matching, and coloring, in addition to oral responses in the approach to book reading and in the preliminary preparation for each primer unit, especially if the picture-dictionary feature is prominent, is much less conditioned by a knowledge of English than is a plan dependent much more largely upon oral directions and responses. Consequently, a plan having a maximum of silent reading exercises with word-picture aids is the best one to use with the deaf and with children having English language handicaps. This does not mean that the foreign child should not be taught to understand and speak English. Experiences in hearing and saying the sentences and words should be integrated in the procedure with such exercises. Furthermore, the child's language problem should be given due attention in all his school experiences and activities.

Facility in thinking and using ideas. Again, mental age is an excellent index of ability to think and to use ideas. The new methods of instruction, however, which

provide abundantly for creative purposeful activities and which stress child interests, choices, discussions, and planning, are favorable to the development of ability to think and ability to use ideas. Progress in reading will be furthered by developing the children's ability to think and to use ideas. The methods of creative, child-centered education, applied in reading activities, react favorably upon the child's progress in learning to read, provided the child has the advantage of sufficiently easy and interesting learning situations in the early stages of beginning reading.

Vision, oculomotor control, and physiological growth of the visual apparatus. Gross defects of vision are readily detected by the teacher or in the course of the usual routine eye tests by the health officials. Even a small lack of perfect vision at reading distance may be a contributing factor to slow progress in reading, especially when combined with inadequate illumination or wrong distance from the reading matter. The extent to which relatively small defects of vision or poor muscular coordination in the functioning of the eyes may affect progress in reading also depends upon other conditions, such as emotional instability. Research¹ upon this problem shows that some children readily learn to read in spite of lacks in the perfect functioning of the eyes, while others are apparently affected by a lack of eye-muscle balance, imperfect fusion of the images upon the retinas of the two eyes, lack of exact correspondence as to size and shape of the images upon

¹ T. H. Eames, "A Frequency Study of Physical Handicaps in Reading Disability and Unselected Groups," *Journal of Educational Research*, September, 1935.

the two retinas, poor stereopsis (depth of perception with stereoscope), or by errors of refraction, such as nearsightedness, farsightedness, and astigmatism.

Dr. Emmett A. Betts¹ thinks that his studies indicate "that the initial learning-to-read period should probably be postponed," on the grounds that the visual apparatus has not sufficiently matured in growth at the age of six. Since boys are more likely to have difficulty in beginning reading than girls, the question arises as to whether girls are more mature in these respects on the average than the boys. We do know that adolescent girls mature physiologically, on the average, somewhat earlier than boys. At the present time research has not produced the required facts for knowing definitely what constitutes physiological or anatomical readiness for reading.

In the writer's opinion a matter of even greater importance is that of adapting the materials and techniques to the condition and needs of the child at the social and psychological time for him to start learning to read; that is, when he has a naturally developed desire to learn to read and reading will be socially beneficial to him.

It is true that a large percentage of six-year-old children over a period of many years have readily learned to read. Furthermore, the Stanford study² of three hundred famous persons of history revealed the fact that the great

¹ "A Physiological Approach to the Analysis of Reading Disabilities," *The Elementary English Review*, April, 1934; *Education Research Bulletin* (Ohio State University), September 19 and October 17, 1934; *Reading Disabilities and their Correction*, reprinted from "Reading Disabilities," *Elementary English Journal*, March-June, 1935.

² *Genetic Studies of Genius*, Vol. II, Stanford University Press.

majority of these three hundred world famous persons learned to read during the ages of three to five. The writer doubts that our present knowledge justifies wholesale postponement of beginning reading, although it seems clear that postponement is best for probably a fourth of the children.

It is, of course, highly important to obtain all the facts possible concerning the child's readiness for beginning reading from the standpoint of the functioning of his eyes. One means available to teachers and health officials for obtaining these facts is the *Betts-Keystone Telebinocular Tests*.¹

The telebinocular is a modification of the old-fashioned stereoscope for which Dr. Emmett A. Betts has devised slides for detecting abnormal functioning of the eyes that might handicap the child in learning to read. Some optometrists think these tests are valid. Others question their validity because the eyes are dissociated and therefore are not functioning exactly as under normal conditions. At any rate the *Betts Ready-to-Read Tests* do not clearly differentiate between the children who should undertake beginning reading and those for whom beginning reading should be postponed. Abnormalities in vision or eye-muscle control, however, will be revealed. The function of the eye tests is to discover the pupils who should be referred to the eye specialist.

As a result of extensive use of the Betts tests with poor and good readers in grades 3-6, Witty says:

One must bear in mind, too, not only the somewhat doubtful validity and reliability of the Betts tests (and of all eye-muscle

¹ Distributed by the Keystone View Company, Meadville, Pennsylvania.

tests) but also the lack of adequate standardization for many items contained in the Betts battery.¹

In an editorial Dr. Leo J. Brueckner says:

The study of Drs. Swanson and Tiffin show the high degree of adaptability of the human organism in overcoming visual handicaps that interfere with learning. The results of their study together with the conclusions arrived at by Witty suggest the need of caution in any plan of reading guidance, especially in the primary grades, based on the results of the Betts tests. It seems clear that many persons learn to read with considerable facility even though they have physiological handicaps to overcome. All should at least be given the chance to learn even if tests may reveal minor physical limitations.²

Those children who need special guidance and specially designed materials for building up ability to see likenesses and differences in word forms will be discovered through the letter and word-form tests. If an individual intelligence test, such as the Stanford-Binet, shows the intelligence to be normal or above, the start in learning to read should probably not be delayed, but optimum learning conditions with respect to seating, light, typography, method, and materials should be provided.

Dr. Betts has provided data resulting from telebinocular tests which indicate that a considerable percentage of children entering first grade are farsighted. He says, "Eighty-six of the one hundred and ninety first grade entrants tested showed varying amounts of hypermetropia. This condition is not alarming, for children

¹ Paul A. Witty (in collaboration with David Kopel), "Factors Associated with the Etiology of Reading Disability," *Journal of Educational Research*, February, 1936, pp. 449-459.

² Leo J. Brueckner, "Research in Reading," *Journal of Educational Research*, February, 1936, p. 483.

are normally farsighted. It is important, however, in that the initial learning-to-read period should probably be postponed.”¹

The normal eye, when matured, is spherical in shape. At the time of birth the eye has a shorter diameter from front to back than otherwise, and consequently the young child is farsighted. As the eyeball grows this diameter gradually lengthens. The age at which the eyeball becomes spherical varies with different children. One authority says, “Farsightedness persists but gradually decreases until about the age of 5, 6, or 7, when the eyeball should be round (emmetropic eye).”²

Nature designed the human eyes primarily for distant vision. Inside the eyeball is a set of muscles which automatically change the shape of the lens to enable the eye to accommodate for different distances. Fortunately the eyes of the child have a greater range of accommodation for varying distances than is the case with adults. The farsighted eye, however, when seeing at reading distance is naturally under more or less strain because of the necessity of the large amount of use of the muscles of accommodation.

The facts set forth do not necessarily mean that all types of beginning reading should be postponed until the eyes are fully matured, including a rounded eyeball. They do mean, however, that it is highly important to have the most favorable conditions with respect to legibility in order that eye strain may be reduced to the lowest minimum possible. There should be adequate

¹ *Op. cit.*

² Olive G. Henderson and Hugh G. Rowell, *Good Eyes for Life* (New York: D. Appleton-Century Co., 1933), p. 50.

illumination and the printing should be large with wide strokes.

In the writer's opinion we do not have, at the present time, adequate knowledge with reference to the conditions of growth of the eyes of children at six years of age, the usual age of entry in the first grade. So far Dr. Betts has presented no data showing the reliability of his tests for farsightedness. In various articles the writer has observed statements with respect to the lack of maturation of the eyes at the age of six, unsupported by data. We are very much in need of exhaustive research with respect to the condition of children's eyes at different ages and as to the causes of defects of vision. It is sometimes claimed that too early introduction of book reading is a factor in causing defects of vision, but the writer has been unable to find any research data supporting this claim. Olive S. Peck says, "The myopic (nearsighted) child is frequently of the bookworm type, although recent developments show that true myopia frequently appears among illiterate people."¹

It is interesting to observe that Professor E. B. Huey in *The Psychology and Pedagogy of Reading*, published in 1908, quotes various leading educational theorists of that day as favoring the postponement of any systematic instruction in reading until the age of eight or later. He quotes Professor John Dewey as follows, from an article published in 1898: "Present physiological knowledge points to the age of about eight years as early enough for anything more than incidental atten-

¹ Olive S. Peck, "Eye Hygiene in Reading," *Reading Emphasis in Social Activities* (Washington, D. C.: Association for Childhood Education, 1933).

tion to visual and written language forms." Huey says, "Against using the period from six to eight years for learning to read and write, Professor Dewey accepts the opinion of physiologists that the sense organs and nervous system are not adapted then to such confining work, that such work violates the principle of exercising the fundamental before the accessory, that the cramped positions leave their mark, that writing to ruled forms is wrong, etc."¹

The fact is, however, that the schools, instead of postponing beginning reading, have changed and are radically changing from formal, confining, laborious learning situations to activities that utilize the big muscles and provide for more freedom of movement. Likewise the solution of the problems of beginning reading lies in adaptation of the materials and procedures to the varied stages of maturity, abilities, and needs of the children instead of insisting that the children all conform to some pattern, meet the same requirements, and do such repeating as is necessary.

Ability to observe likeness and difference in word forms. A number of years ago Nila B. Smith reported a study² made in the schools of Detroit showing that the ability to observe likeness and difference of letter and word forms is a good indicator of readiness and progress in reading. Since that time at least three reading-readiness or classification tests based upon this foundation have been devised and published: the *Lee-Clark Reading*

¹ E. B. Huey, *The Psychology and Pedagogy of Reading* (New York: The Macmillan Company, 1908), p. 305.

² "Matching Ability as a Factor in First Grade Reading," *Journal of Educational Psychology*, November, 1928.

Readiness Test,¹ the *Classification Test for Beginners in Reading*² by Clarence R. Stone and C. C. Grover, and the Betts tests of letter and word forms. The first two are group tests and those designed by Betts are individual tests, a part of the *Betts Ready-to-Read Tests*.³

Lee and Clark⁴ found their battery of tests predicts progress in reading more accurately than did either the *Pintner-Cunningham Primary Mental Test* or the *Detroit First-Grade Intelligence Test*. Stone and Grover report the following: "Using approximately 100 unselected cases, the correlation between scores on the *Classification Test for Beginners in Reading* at the beginning of the semester and scores on the *Lee-Clark Reading Test* (Primer) at the end of the semester is .62, an unusually high correlation in comparison with corresponding correlations found by the authors or reported by others."⁵

The functions measured correlate rather highly with general intelligence. They may be those phases of general intelligence and volition upon which word learning largely depends. Children normal or above in general intelligence who make low scores on such a test are likely to make slow progress in learning to read. The objectives with a group of such children during the first semester of the first grade should be those listed for Level I in Chapter II, and they should not be advanced

¹ Distributed by Southern California School Book Depository, Los Angeles, California.

² Distributed by Webster Publishing Company, St. Louis, Missouri.

³ Distributed by the Keystone View Company, Meadville, Pennsylvania.

⁴ J. Murray Lee, Willis M. Clark, and Dorris May Lee, "Measuring Reading Readiness," *The Elementary School Journal*, May, 1934.

⁵ *Manual for Classification Test for Beginners in Reading* (St. Louis: Webster Publishing Company, 1933), p. 12.

beyond Level I in reading until they have attained the goals set forth. In a subsequent section the techniques and materials especially suited to such pupils are presented.

Handedness and eyedness. Dr. Dearborn of Harvard University has produced evidence to indicate that the child who is left-handed, or right-handed and left-eyed, or right-eyed and left-handed may be handicapped in becoming properly oriented in the left-to-right sequence in reading. It seems in order to explain that most individuals have a preferred eye as well as a preferred hand. The preferred eye is called the dominant eye. When one sights with both eyes open, the dominant eye really does the sighting. Some investigators think that the hand tends to follow the eye and that the preferred hand will usually be the same as the dominant eye. Dearborn¹ compared 100 cases of reading deficiency with 376 unselected public-school children with respect to eye and hand dominance and found the following:

First, that whereas nearly half the unselected group are right dominant in both hand and eye, only one fifth of the dyslexia cases are so classified. Secondly, the proportion of left dominant in both hand and eye in the disability group is nearly equal to the right dominant, whereas it is six times as great in the disability group as in the unselected group. Thirdly (and this is the grouping which is, I believe, most significant for the present analysis), all but 19 percent, that is, 81 percent are either left dominant, crossed in dominance, that is, left-eyed and right-handed, or right-eyed and left-handed, or of mixed dominance as compared with 51½ percent in the unselected group.

¹ Walter F. Dearborn, "Structural Factors Which Condition Special Disability in Reading," *Proceedings and Addresses of the Fifty-Seventh Annual Session of the American Association on Mental Deficiency*, XXXVIII (1933), 268-283.

The right-handed individual, in drawing or writing, can see best by proceeding from left to right. Likewise the right-eyed person probably more readily sees a line of reading matter by proceeding from left to right, whereas the left-eyed person probably sees more readily by proceeding from right to left.¹ When the teacher at the blackboard writes from left to right, the corresponding movement for the left-handed child is from right to left. These facts provide a possible explanation of mirror writing² and reversal errors in reading, such as *on* for *no*.

Ways and means of insuring consistent left-to-right perception in reading are given in another section. Suffice it here to caution the teacher to be on the lookout for any tendency on the part of the left-handed child or a right-handed child who may be left-eyed to draw or write from right to left or to proceed from right to left in attempting to read. It is true, of course, that most left-handed children have no more difficulty in learning to read than right-handed children have.

Hearing and auditory functions. Defective hearing is occasionally the cause or a contributing cause of failure of progress in reading, though less often than defective vision. The skillful teacher discovers these cases, gives them every advantage possible, and endeavors to have them referred to a competent specialist for correction.

In the *Betts Ready-to-Read Tests* there are included

¹ Marion Monroe, *Children Who Cannot Read*, pp. 83-91.

² For Dearborn's explanation of the possible handicap of the left-handed child in learning to write and to read and for examples of mirror writing see *Special Disabilities in Learning to Read and Write* by Dearborn, Carmichael, and Lord, published by School of Education, Harvard University.

five tests of auditory readiness including auditory span, auditory fusion, auditory perception, auditory acuity, and auditory frequency range. On page 16 of the manual are given norms for first-grade children on the test of auditory span along with the following statements: "This test has a reasonably high correlation with success in first-grade reading classes. . . . A first-grade entrant who falls below a score of seven has little chance of success in the typical reading activities of that grade." No data have been reported by Dr. Betts to substantiate these statements. It would appear that such would be true only in cases where there is too early introduction of phonics and little dependence upon visual perception of word forms and upon silent reading techniques.

Dr. Marion Monroe in her *Reading Aptitude Tests* has included three auditory tests—discrimination, sound-blending, auditory-memory.¹

Emotional and dispositional factors. Certain emotional and dispositional idiosyncrasies are factors in causing retardation in reading. Among these are general emotional and nervous instability, timidity, self-consciousness, lack of self-confidence, and a tendency to become discouraged. The symptoms are apparent laziness, shyness, day-dreaming, indifference, copying, crying, apparent stubbornness, sensitiveness to criticism, and antagonistic reactions. With such children the real teacher will exercise great patience, will provide conditions that make success easy and satisfying, and will

¹ Marion Monroe, *Reading Aptitude Tests: For Prediction and Analysis of Reading Abilities and Disabilities (Primary Form)* (Boston: Houghton Mifflin Co., 1935).

rely largely upon intrinsic interest, joyful experience, and the motivating effect of success.

Combination of factors. For children with the requisite mental age having undue difficulty in reading, two or more contributing factors usually operate together to cause serious retardation in reading. It may be seen that any lack in the fields of visual sensation and perception combined with nervous instability would be a decided handicap, whereas either alone might be overcome by strengths in other directions. A nervous condition will increase any tendency to make word-recognition errors due to other factors, and in turn the embarrassment occasioned by errors in oral reading will increase the nervous instability. With such children the use of such materials as those described and illustrated in a subsequent section in this chapter will prove advantageous, provided there is the requisite mental maturity.

Experiential background. Since mental growth can take place only through experience, a mental maturity sufficient for reading readiness implies a rather broad and varied experience. It will happen, of course, that some of the children have not had adequate experience for reading certain units of desirable material. Consequently, the approach or preparatory activities should insure that all the children have an adequate knowledge and experiential background for enjoyable reading of each unit used for class or group reading.

The simplest and most interesting beginning materials in reading available now in the form of chart material, workbooks, pre-primers, and primers are based

upon the most common play and family experiences of the children. Apparently the great majority of children six years of age have the necessary experiential background for readily understanding such simple reading materials, but if the school contains a group of children with living conditions not yielding first-hand experiences essential to the understanding of the reading matter in the basal beginning book, then such experiential background must be provided.

Relationship between visual or auditory deficiencies and method. Fendrick¹ and Bond² have shown that a particular type of sensory defect hinders learning under one method to a much greater extent than under a quite different method. Visual defects are a much greater handicap in learning to read under a look-and-say method than under a phonetic method. On the other hand, auditory deficiencies are a much greater handicap under a phonetic method than under a look-and-say method.

Methods of determining reading readiness utilized by teachers. The research division of the National Education Association has recently published a valuable bulletin, *Better Reading Instruction*, reviewing the practices of a group of unusually successful teachers and bringing together important research findings and recommendations from the general literature on reading instruction. The following tabulation as to methods of determining reading readiness reported by two hundred

¹ Paul Fendrick, *Visual Characteristics of Poor Readers* (New York: Teachers College, Columbia University, 1935).

² Guy L. Bond, *The Auditory and Speech Characteristics of Poor Readers* (New York: Teachers College, Columbia University, 1935).

eighty-eight successful first-grade teachers is taken from the section entitled "Laying the Foundations in Reading."

EVIDENCE CONSIDERED	Number of times mentioned
Interest (pretending to read; looking at pictures; children's inquiries; etc.)	189
Reading readiness test results	54
Mental age	43
Ability in oral expression	42
Sufficient background; adequate range of experiences	35
Ability to match words	17
Chronological age	14
Physical condition (including muscular control)	14
Kindergarten teachers' judgments	8
Ability to concentrate	7
Social adjustment	5

It is interesting to note in the above tabulation that only seventeen of the two hundred eighty-eight teachers utilized ability to match words as an evidence of reading readiness. The great value of this item has been previously pointed out. By utilizing chart material such as that illustrated on pages 238-245 and 257-264, the teacher may readily discover the children who will have little or no difficulty in word recognition and also those who will have great difficulty in this connection. Here is evidence that first-grade teachers regarded as unusually successful are apparently in the main unaware of the significance of this specific ability as a factor in determining progress in beginning reading.

Preparatory experiences affecting readiness for reading. Varied preparatory activities are utilized by kindergarten and first-grade teachers, such as the following:

1. Story telling by the teacher
2. Memorizing nursery rimes
3. Singing interesting songs
4. Oral reading of songs by the teacher
5. Oral reading of stories by the teacher
6. First-hand experiences related to future reading
7. Creative activities with discussion which train the child in the use of ideas
8. Situations involving real communication of ideas with incidental attention to pronunciation and enunciation
9. Conversation about interesting observations
10. Free discussion of experiences and activities
11. Dramatization of incidents and stories
12. Expression of ideas by drawing and color
13. Visiting the library or other classrooms and observing older children engaging in voluntary reading

The Report of the National Committee on Reading¹ contains an excellent discussion of ways and means of preparing children in the kindergarten and early part of the first grade for beginning reading.

Storm and Smith² give a more detailed treatment following the same outline.

Pennell and Cusack³ give suggestions and illustrations helpful to the teacher in providing a school environment of preparatory experiences during the kindergarten and early first grade.

B. READING RELATED TO OTHER ACTIVITIES⁴

Reading integrated with activities. One important means of developing a correct and adequate concept of

¹ *The Twenty-Fourth Yearbook of the National Society for the Study of Education* (Bloomington, Ill.: Public School Publishing Company, 1925), Part I, pp. 26-30.

² Grace E. Storm and Nila B. Smith, *Reading Activities in the Primary Grades* (Boston: Ginn and Company, 1930), pp. 113-132.

³ Mary E. Pennell and Alice M. Cusack, *The Teaching of Reading for Better Living* (Boston: Houghton Mifflin Company, 1935), pp. 147-200.

⁴ For a fuller treatment see *The Activity Program and the Teaching of Reading* (Washington, D. C.: Superintendent of Documents), p. 95. Price 20 cents.

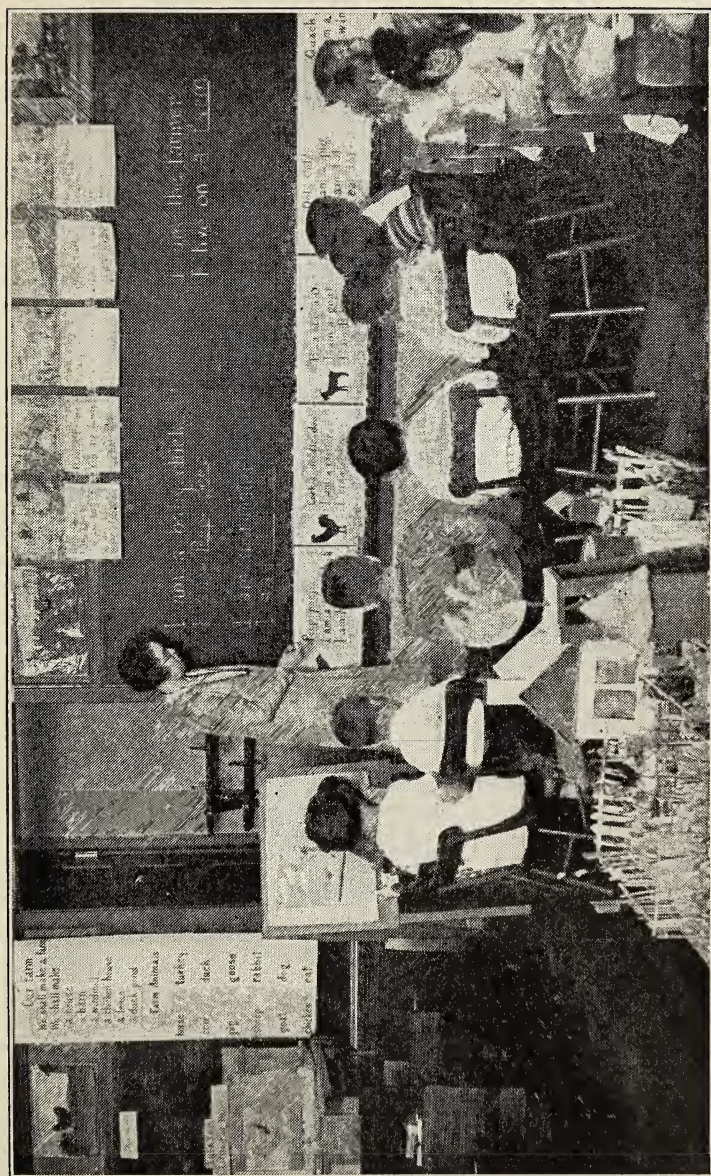


FIG. 22.—Reading related to unit of activity, "Our Farm." Low first grade, Jefferson School, Oakland, California; Miss Viola Jobe, teacher.

reading and an attitude of reading for meaning is that of integrating reading with all the activities of the school program in so far as is possible. The ideal modern program in beginning reading utilizes every opportunity possible for functional, incidental, correlated reading.

Reading activities which are closely tied into the varied activities in the school program constitute a natural approach to reading, develop through intimate experience a correct and adequate concept of reading as a meaningful process closely related to life activities, and tend to maintain and increase the child's natural interest in learning to read. Such are the significant and important advantages of reading in relation to other activities of the school.

Although incidental and correlated reading has an important place in an ideal program of beginning reading, it has important limitations in the pre-book period as an adequate preparation for reading in the basal beginning book. To realize the major values of integrated reading, it is necessary to use an extensive vocabulary. Unless such reading is unduly cramped and formalized, there is not sufficient opportunity to introduce and repeat the vocabulary of the basal beginning book to serve as an adequate preparation of early book reading, especially on the part of those children who do not readily learn and remember word forms. Furthermore, the cooperatively formulated charts constitute relatively difficult reading units and can be read by a considerable percentage of the children only on the basis of memory reading.

Incidental and correlated reading. In this section

samples of incidental and correlated reading are given. Additional suggestions in this connection may be found in *Reading Activities in the Primary Grades*, pages 151-171, by Grace E. Storm and Nila B. Smith and in *How to Teach Reading*, pages 162-175, by Mary E. Pennell and Alice M. Cusack.

DIRECTIONS

Girls, stand.

Boys, stand.

Girls and boys, stand.

Boys, pass.

Now we shall sing.

What shall we sing?

John may feed the pigeon.

Mary may feed the pigeon.

GREETINGS

Good morning, children.

We have a new picture.

Find it.

Good morning, boys.

Good morning, girls.

A happy day to you.

Good morning, girls.

Good morning, boys.

The snow is beautiful today.

NEWS ITEMS

Today is Jane's birthday.

She is six years old.

It snowed this morning.

What can you make with snow?

BETTER PRIMARY READING
COOPERATIVELY FORMULATED UNITS

I

We went to the farm.

We saw some ducks.

We saw some hens.

We saw some cows.

We saw some pigs.

The duck said, "Quack, quack."

The hen said, "Cluck, cluck."

The cow said, "Moo, moo."

The pig said, "Wee, wee."

II

We have two fish.

One is big.

One is little.

The little one is named

The big one is named

We feed the fish each day.

III

We went to the park.

We saw the bear.

The bear can ring a bell.

He can sit up.

He likes peanuts.

He likes popcorn.

IV

We made a book.

We have leaves in our book.

We have oak leaves.

We have maple leaves.

We have pictures in our book, too.

From such reading the child gets pleasant experience, the conception that symbols are used to record thought, an increased interest in acquiring the skills essential to reading, and an opportunity to expand his reading vocabulary.

It is evident that reading related to the various activities of the school program necessarily involves an extensive vocabulary, some of which is of little or no importance in first-grade book reading. Furthermore, such a program of reading does not readily lend itself to adequate repetition of words needed in early book reading. However valuable such reading is in our total educational program, it is not, in the opinion of educational psychologists and leading reading experts, an adequate means of preparing the child for early book reading. It is true that some children will not need further preparation; but, on the other hand, large numbers of children do need systematic lessons in reading during the pre-book stage in preparation for early book reading, if that reading is to be the joyful, satisfying experience that it should be.

Such reading activities should parallel rather than supplant a systematic course in preparation for early book reading.

C. BASIC GUIDES AND AN ILLUSTRATION OF A WELL-BALANCED APPROACH TO BOOK READING

Following out our theme of the need for better beginning reading by avoiding failure, wrong attitudes, and inappropriate habits and, to put the matter posi-

tively, by attaining success on the part of each child for each step, stage, or level before taking the child into deeper water, the basic guides will be outlined first, and then detailed illustrations of materials accompanied by descriptions of techniques and procedures will be given.

Two main objectives. There are two main classes of objectives in an ideal program in beginning reading, as follows:

1. To arouse and maintain keen interest in reading as a pleasurable thought-getting process; to develop an attitude of reading for meaning instead of an attitude of merely recognizing sentence, phrase, and word forms; and consequently to develop a correct concept of reading.

2. To establish ready recognition of a fundamental vocabulary and to initiate other skills and habits essential to silent and oral reading.

Provision for experiences and training which will realize effectively both of these classes of objectives constitutes the major problem in planning a course in beginning reading.

A balanced outline of specific aims in the early stages. The following outline of specific aims during the preparatory and initial periods in reading provides a basis for a balanced program in beginning reading.

1. *Aims Related to Interests and Attitudes.*

- a. To establish a reading readiness on the part of the child unprepared for beginning reading because of immaturity, lack in fundamental experiences, or no apparent desire to learn to read.

- b. To create and maintain interest and joy in all reading activities.
- c. To develop an attitude of reading for the thought rather than for mere word calling.
- d. To establish a concept of reading as a meaningful process closely related to various activities.
- e. To stimulate interest in the independent reading of the simplest booklets and books.
- f. To foster a desire to interest the listener when reading orally.

2. *Aims Related to Skills.*

- a. To provide for readiness with respect to eye functions and to develop sharpness in visual perception and analysis of word forms.
- b. To develop consistent left-to-right movement of the eyes across the individual word and the printed line and to develop ability to shift the eyes from the end of one line to the beginning of the next.
- c. To establish in oral reading:
 - a. Reasonable fluency and accuracy.
 - b. Proper phrasing or grouping of words.
 - c. Correct and clear enunciation.
 - d. Natural expression of the meaning.
- d. To establish skill in comprehending simple silent reading exercises involving objective responses and limited to the first-grade vocabulary.
- e. To make a beginning in independence in word recognition through the use of:
 - a. Context clues.

- b. Visual analysis of *s*, *ing*, and *ed* variants of known words.
- c. Combination of context clues and initial sounds.
- d. Comparison of a new word with a known word identical except in the initial or final consonant or consonant digraph (*cat*, *hat*; *has*, *had*).
- f. To minimize vocalization in so-called silent reading.
- g. To establish mastery of at least 250 important words.

Basic principles. The following basic principles are fundamental to the most effective systematic approach to book reading.

The pre-book course should result in familiarity with the characters, concepts, and experiences of the first part of the beginning book—pre-primer or primer.

The child should learn to recognize in content most of the words in the first story unit of the beginning text in order that even the very first story reading may be a joyful, unified, and complete experience rather than a laborious and piecemeal experience.

The pre-book course should provide for intrinsic word learning, that is, word learning should take place through repeated experience with the words in meaningful reading rather than through mere matching of symbol to symbol and other forms of word and phrase drill isolated from reading for meaning.

Word learning should be on the basis of visual perception, and no attention to phonics should be given during the pre-book period. Recognition should be on the basis of word-form clues and meaning clues.

The content, vocabulary, and activities should be of high interest.

A variety of activities and types of responses are essential to interest and adequate repetition of words.

To provide a maximum interest and avoid memory reading in the first book reading, neither the exact reading material nor the plot of the first story in the beginning text should be utilized during this preparatory period.

Illustrative materials and techniques. The illustrations¹ and explanations of procedures that follow will make clearer the basic principles just outlined.

Illustration No. 1 shows the possibility of the use of one-word sentences in connection with action responses, which have a high interest appeal to children. It also illustrates the use of the picture dictionary cards as an aid to the child in finding what a particular one of these action words is. The child is given one of these cards or selects one. When the child knows what the word is he carries out the action and then says the word. If necessary, he matches the word to the same word on the dictionary card in order to find out what the word is. Thus he is building up ability to observe likeness and difference of words and is learning words through experience in meaningful reading.

In connection with Illustration No. 2, a matching response is used. The children match word cards to the unlabeled picture cards, utilizing the dictionary cards as helpers if necessary. On the workbook sheets used coordinately, there is a similar set-up with the same type of response.

¹ Selected from the beginning accessory materials of "Webster Readers."

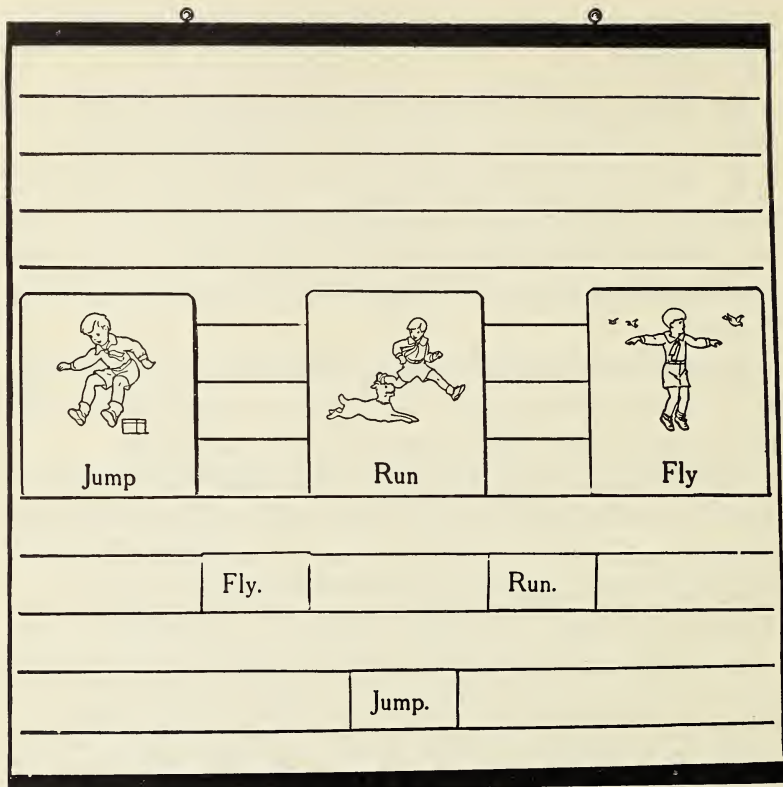


FIG. 23.—Chart illustration No. 1.

Illustration No. 3 shows how the characters may be introduced and the first steps of learning the words carried out. The words are matched to the unlabeled pictures, utilizing the word picture helpers whenever there is need for them. The two middle unlabeled cards may be removed and action sentences such as the following utilized:

Run to Father.
Run to Mother.
Fly to Mother.

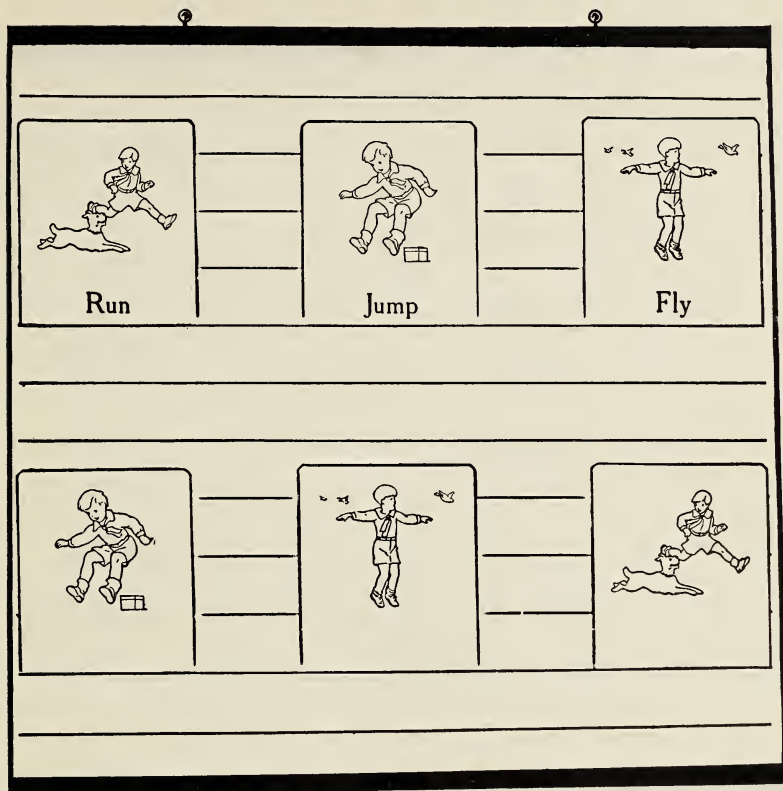


FIG. 24.—Chart illustration No. 2.

After the children gain facility in the matching and acting responses shown in Illustration No. 3, they are given the corresponding workbook sheet with a similar set-up. The chart material provides a center of attention for the cooperative group activity. The worksheet provides individual independent activities and reveals to the teacher more definitely individual needs for guidance. A great deal more chart reading is needed with slow learners in reading than with those who learn

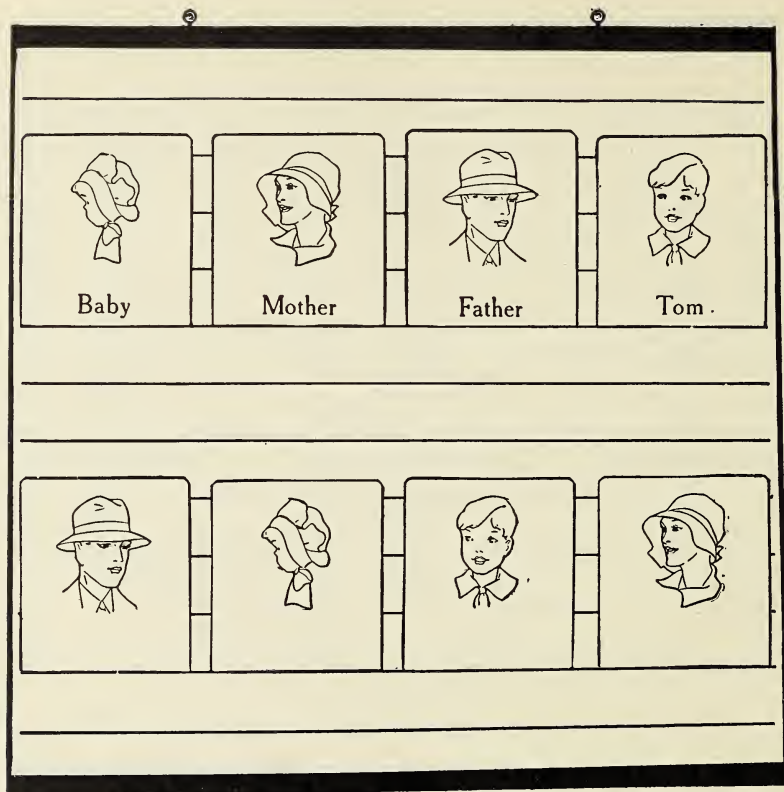


FIG. 25.—Chart illustration No. 3.

with ease. Such materials provide a reliable means for grouping the children for the systematic reading instruction.

Illustration No. 4 reveals the possibility of still another arrangement and another type of response. The child selects the word that is the correct one for the picture. To vary the activity and to provide a response very similar to that soon to be read in the workbook, the child may draw an imaginary line under the word

with the blackboard pointer. On the corresponding workbook page the child draws a line under the correct word in each case. The workbook page serves as a test of the child's learning with respect to the seven words taught.

Illustration No. 5 shows how new sentences and words may be introduced by use of the dictionary cards.

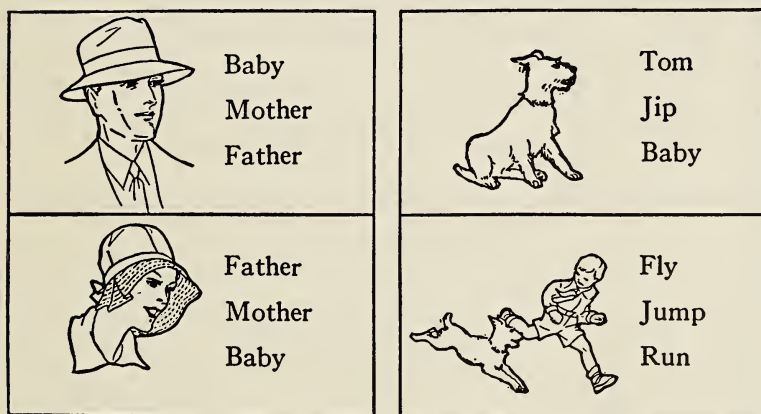


FIG. 26.—Chart illustration No. 4.

The word *says* is introduced by explaining that the top sentence tells what Jip says. The words *Bow-wow*, *Kitty*, and *Meow* are introduced through the word-picture cards.

Illustration No. 6 indicates how the true-false or yes-no response may be utilized in a simple practice exercise early in the process of learning to read. *Father* and *Jip* have presumably been learned. Word-picture helpers are provided for the three new words just recently introduced. The variety of types of responses makes possible a maximum amount of repetition with interest.

New words are introduced very gradually and the reading situations are kept very easy. The group chart reading prepares for similar individual workbook reading.

In connection with Illustration No. 7 the children

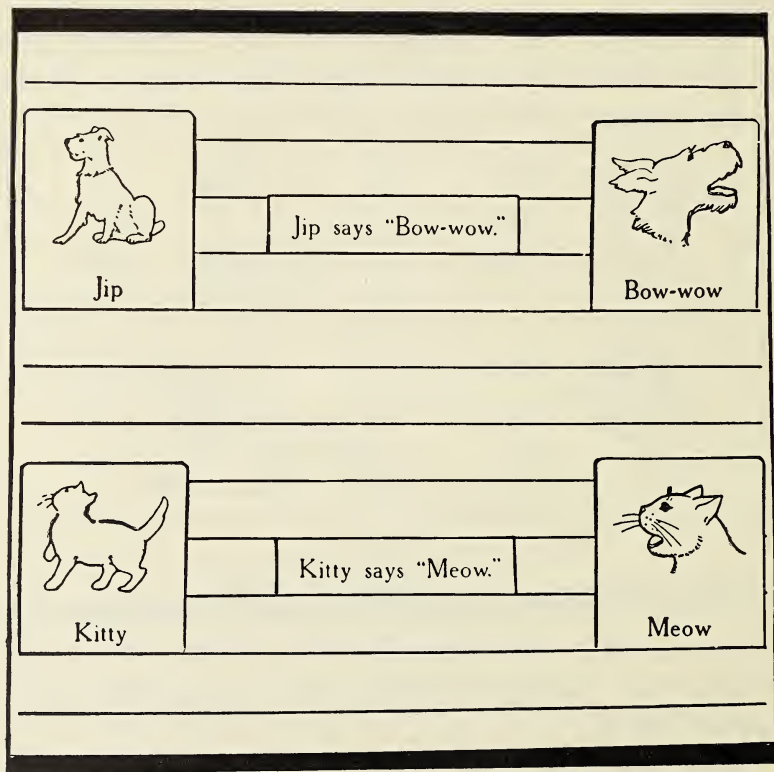





FIG. 27.—Chart illustration No. 5.

match the labels to the colored chart pictures. First, of course, the labels are placed under the pictures and the children guided in reading them. As each child matches a label to a picture he reads the label aloud.

In the workbook exercise the child may place the labels and then color the pictures, or color the pictures and then place the labels. In either case this type of color exercise is copy-proof.

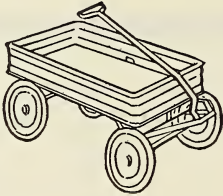


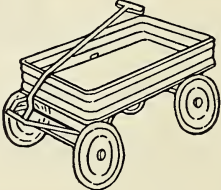
		
Bow-wow	Meow	Kitty

	Kitty says "Meow."	
	Kitty says "Bow-wow."	
	Father says "Meow."	
	Jip says "Bow-wow."	

FIG. 28.—Chart illustration No. 6

Illustration No. 8 shows how the word *come* is introduced in sentence context through the use of chart pictures and sentences. A variety of arrangements may be provided on the chart. After the children acquire facility

in the sentences with the aid of the pictures, the next step of matching the sentences to the pictures is carried out. In the workbook there are two pages of such match-

	
	
<div data-bbox="256 1047 428 1078">a blue train</div> <div data-bbox="263 1125 422 1157">a red train</div>	<div data-bbox="677 1047 853 1078">a red wagon</div> <div data-bbox="671 1125 859 1157">a blue wagon</div>

NOTE: In actual use, the charts shown here are colored. One wagon is blue, and the other is red; one train is blue, and the other is red.

FIG. 29.—Chart illustration No. 7.

ing exercises, and sentence-picture helpers are provided for the children to utilize in case of difficulty in reading.

On pages 246 and 247 are reproductions of two pages

from a pre-primer showing the possibilities of similar techniques in the introduction of new words and word groups preparatory to the reading of very simple units appropriately and attractively illustrated.

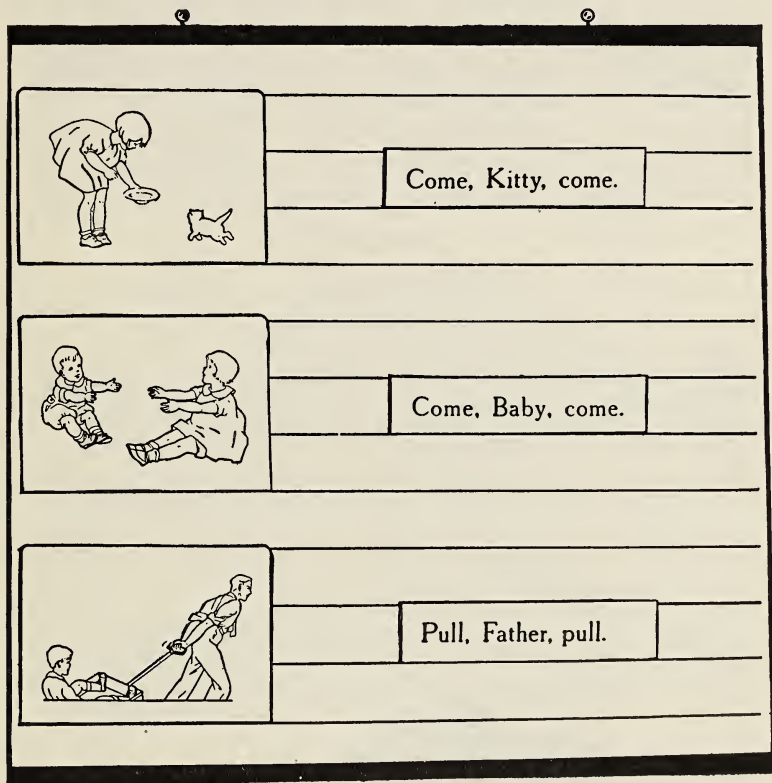
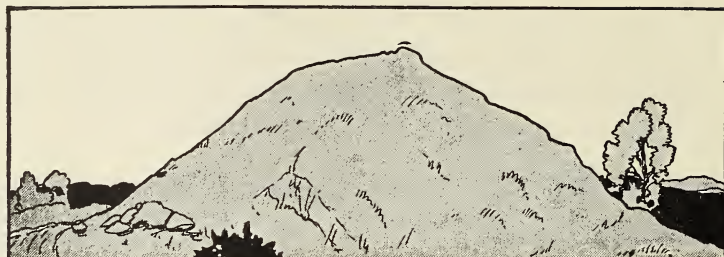


FIG. 30.—Chart illustration No. 8.

Advantages of chart and blackboard reading. Such reading has the advantage of a common center of attention for a group of children. With young children in the early stage of learning to read, this common center of attention is a distinct advantage. Another



the hill



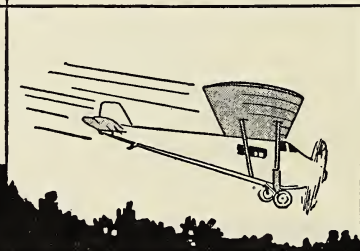
up the hill



down the hill



going up



coming down

FIG. 31.—A reproduction without color of page 30 of *Tom and Jip*, pre-primer of "Webster Readers."



Tom is going down.
Jip is going up.



Baby is going up.
Mother is coming down.

FIG. 32.—A reproduction without color of page 31 of *Tom and Jip*, pre-primer of "Webster Readers."

important advantage is that one child may learn from the response of another child. The learning situation of chart and blackboard reading is essentially conducive to community cooperative endeavor.

As a result of these advantages, a pre-book period of blackboard and chart reading has been found the easiest approach to reading and very helpful in initiating correct attitudes and habits. The slower the group in attaining the goals for Level I, the longer the period should be.

Flexible chart material. The most valuable type of chart material for direct preparation for the basic beginning book is the flexible type with a wall container with pockets for exhibiting the material needed in a particular lesson. Such a set of materials contains chart pictures, chart sentence cards, and chart word and phrase cards, so that varied arrangements of the reading exercises are possible. Such material should not be confused with flash cards, which are for a different purpose and the use of which, to any great extent, is now seriously questioned.

Such a set of chart materials has the distinct advantage of flexibility of arrangement in setting up reading lessons. A page in the workbook may be set up on the chart, but in one or more arrangements different from that on the workbook page to avoid remembrance of words from location. Such materials make it possible to develop the vocabulary of the first part of the beginning book in meaningful-reading exercises without reproducing the content of the reading book.

Exact chart reproductions of primer units to be read

by the group immediately before reading the primer have two significant disadvantages. In the first place, there is no new element in the content met by the children in the primer unit, and consequently, the joy of reading for the story cannot be present. In the second place, the plan provides conditions very favorable to reading from memory in the early book reading. Hence, the child becomes over-dependent upon context clues and memory of content to the serious neglect of independence in recognition of word forms, one of the causes of reading retardation in the primary grades.

Content and responses in chart reading. The chart and blackboard reading suggested in the section on incidental and correlated reading, with the exception of directions, involves only the oral-reading response. Too often, the chart and blackboard reading is limited almost entirely to oral reading with no definite check on comprehension.

As shown in the preceding illustrations, it is possible to set up chart and blackboard exercises in reading, utilizing a variety of silent-reading responses for the purpose of stressing meaning and for the purpose of varied repetition of words.

Advantages of workbook material. Chart and workbook materials supplement each other ideally. Wherein one is weak, the other is strong. Chart material is specially adapted to group instruction. Workbook material is the best means of supplementing group instruction by individual instruction. It provides for independent reading to an extent not possible in chart reading or group story reading in books. Workbook reading

also provides permanent objective records in word recognition and comprehension very helpful in diagnosis of difficulties. These records aid in determining instructional needs and the extent of preparation for a more advanced stage of materials. Such material also provides an added means of further repetition of the vocabulary introduced in chart and primer reading. Furthermore, it is an excellent means of providing a more thorough preparation for story reading in the primer and an excellent means of providing practice and tests to follow the reading of such story material.

Standards for workbook material. Workbook exercises naturally lend themselves to word mastery and establishment of effective habits of visual perception and analysis of word forms. These exercises are the most valuable when comprehension of meaning is involved. An important standard, then, to set up is that comprehension of meaning be involved in each workbook exercise, or at least in the great majority of the exercises.

Workbook material which involves merely the matching of a sentence, word, or phrase to the same one without any attention to meaning or any check upon comprehension is of very limited value. Children can, of course, do such matching without knowing the words or the sentences.

When materials of this type involve the repetition of matching cut-out copies of a sentence, phrase, or word to the same one again and again, the result is monotony and lack of interest.

Such material not only fails to provide for comprehension of meaning as a check of word recognition but

also fails to meet a reasonable standard of adequate repetition of words in interesting and varied relationships. Not merely repetition of words but also the means of obtaining the repetition and the distribution of the repetition are important. A workbook in reading should provide the amount and distribution of repetition of the vocabulary in varied and interesting situations essential for mastery of the words.

The exercises in a workbook should be sufficiently varied in content and responses to maintain a high degree of interest on the part of the children at all times, but there should be sufficient recurrence of the different types of exercises to minimize teacher explanations and directions.

The standards for a first-grade workbook in reading may be summarized as follows: (1) a maximum of types of exercises involving comprehension of meaning; (2) content and responses highly interesting to children; (3) an amount and distribution of repetition of the vocabulary essential for word mastery; (4) a variety of exercises to facilitate repetition of the vocabulary and maintain keen interest; (5) a sufficient recurrence of the different types of exercises to reduce teacher explanation and direction to a reasonable minimum.

Amount of workbook materials. The amount of workbook material for preparatory and follow-up use in connection with a first-grade reading book depends, of course, upon the extent and repetition of the vocabulary in the reading book of stories. For example, a primer with less than 200 different words and a ratio of total words to different words of 22 or more will need an ap-

preciably smaller amount of workbook material than a primer of 250 or more different words and a ratio of total words to different words of 17 or less.

The child who is very slow in learning to read and who experiences unusual difficulty in learning and remembering words will need a larger amount of workbook material than the average child will need, just as the slow learner will need a larger amount of chart reading and a larger amount of very easy beginning reading in primers. Such need may be supplied by using supplementary primers with accompanying workbooks or additional workbooks independent of any readers.

It should be emphasized here that no one primer and workbook can supply the amount of material essential for the slower children, and that no reading program is complete without considerable amounts of material coordinate or supplementary to the basal series. Supplementary materials, however, need not be so simple as basal materials.

D. CLASSIFICATION AND DIFFERENTIATED INSTRUCTION

Homogeneous grouping. The small school wherein the number of beginners in first grade is rather small and the teacher handles two or more classes is necessarily at a disadvantage in homogeneous grouping of pupils for the purpose of varying the rate of progress and the character of the instruction as one important means of adapting instruction to the children's needs. The school with two or more rooms of beginners, on the other hand, has a great advantage in this respect.

If all of the beginners are in one room and the teacher

is provided with chart material of the type described in the preceding section, the pupils may be grouped within the first few weeks on their facility in learning in the reading activities. Some time, however, would be saved by giving a classification test and using the results as a basis for a tentative grouping.

In a school with more than one room of beginners, the use of a classification test in beginning reading is necessary. In selecting such a test it is highly important to choose the test that will show most accurately the facility with which the child will learn to read. The scientific method of determining the predictive value of such a test is to calculate the correlation between scores on the test and scores of the same pupils on a reading test given a half year or a year afterwards. Studies of this kind show that the group primary intelligence or classification tests and particularly tests designed specially for classification for reading instruction¹ are more satisfactory for grouping in reading than individual intelligence measures, such as the Stanford-Binet.

Grouping by such a test should be regarded as tentative and shifts from group to group should be made whenever the teacher is convinced that the child's progress and needs justify assignment to a different group.

Careful grouping and re-grouping of children according to potential and actual progress in beginning reading is one of the essential means of providing for individual differences.

¹ One of the best is *Classification Test for Beginners in Reading* by Clarence R. Stone and C. C. Grover (St. Louis: Webster Publishing Company).

Differentiated group instruction. Mere homogeneous grouping is not of great value as a sole provision for individual differences. There must be real differentiation in the instruction of the different groups. The possibility of difference in rate of progress is one important advantage of homogeneous grouping. For convenience, three typical groups will be considered, designated as the bright group, the average group, and the slow group. By average group is meant the normal group able to make successful, satisfying progress in a course such as is set forth in the preceding section.

The group of rapid learners. This group will progress fastest by the teacher's using a minimum of blackboard and chart reading and providing a maximum of opportunity for such pupils to move forward at a rate commensurate with their ability. These children readily learn how to work independently. The picture-dictionary feature is a means of self-help and self-checking. Workbook material such as that described in the preceding section and in the section that follows is admirably adapted to rapid progress on the part of the bright group during the early stage of learning to read and is a very important means of providing that opportunity.

This group, however, would have little or no difficulty in learning to read by the incidental, or experience method. In fact, these children would learn to read with very little or no systematic instruction in reading.

Group not ready for reading. In a large school having more than one room of beginners in the first grade, there will usually be enough immature pupils not ready for reading to form a group. The kindergarten teacher's

judgment on the maturity of all children considered for this group would be a valuable item. It is also highly desirable to give the Stanford-Binet individual intelligence test to any child being considered for this group. For a half year these children would constitute a junior-primary group with little attention given to reading. Activities preparatory to reading should be featured.

The slow group. As has been previously pointed out, some children who are six years old mentally will learn to read much more slowly than other children of approximately the same mental age. A beginning in reading with these children should not be delayed as in the case of children more immature generally. This group, however, will need a maximum of guidance in their efforts to learn to read. They will benefit by a maximum of chart reading such as that described in the preceding section. They will need much skillful guidance in connection with their independent reading responses on workbook material. Consequently, this group should be kept smaller in number than the other groups. A great variety of the simplest kind of reading providing for a maximum of interest and repetition of words will be needed. A much longer period of preparation for book reading will be needed.

The average group. These are children who make normal progress. A well-balanced program of reading activities for them will be important. Their progress will be facilitated by the use of easy beginning materials providing for adequate repetition of a small basic vocabulary in a variety of interesting reading situations.

E. MATERIALS AND TECHNIQUES IN BEGINNING READING
PROVIDED FOR THE COURSE OUTLINED IN
CHAPTER II, APPLYING THE
INTRINSIC METHOD

Introduction. In planning a new reading program for the school system referred to in Chapter I, the outline of standards of attainment by reading levels as given in Chapter II was first undertaken. The low first-grade teachers were called into conference concerning provision for materials for Levels I and II. The accessory chart and workbook materials of three different prominent reading systems were studied. The consensus of opinion was in favor of chart and workbook material of the type described in Section 4 of Chapter VI.

A supply of *Elson Basic Pre-Primer* and *Primer* were available in quantities almost sufficient to supply each teacher with a set. These teachers expressed themselves in favor of using these books as the beginning co-basic books to precede the more difficult state primer (Child-Story).

It was decided to provide a home-made set of chart materials and a supply of mimeographed worksheets for each low first-grade teacher. With the volunteer cooperation of a group of first-grade teachers, these materials were planned in weekly meetings. They consisted of twenty-eight worksheets and the accompanying flexible chart materials for use previous to the reading of the first story in the *Elson Basic Pre-Primer* and also twenty-four additional sheets preparatory to the other eight stories. The cooperation of the art supervisor was obtained for making the drawings. The mimeograph

process was used for illustrating the chart cards and duplicating the worksheets. The printing on the chart material was done in the high-school print shop.

Samples of worksheets. The samples of worksheets, in reduced size, on pages 258-265 show how the techniques illustrated in section D were utilized in formulating similar chart and worksheet material for a pre-book course, preparatory to the satisfactory beginning book that was available.

The plan and guiding principles. A mimeographed manual giving suggestions for the most effective use of these newly furnished materials was provided and a revised edition was included in the printed course of study and teachers' guide. The following is the description of the plan and statement of guiding principles contained therein with slight revisions:

1. Chart material and twenty-eight accompanying worksheets are provided for the course preparatory to the *Elson Basic Pre-Primer*, and additional worksheets preparatory to each of the eight stories following the first.

2. New words and expressions are introduced by the use of chart material.

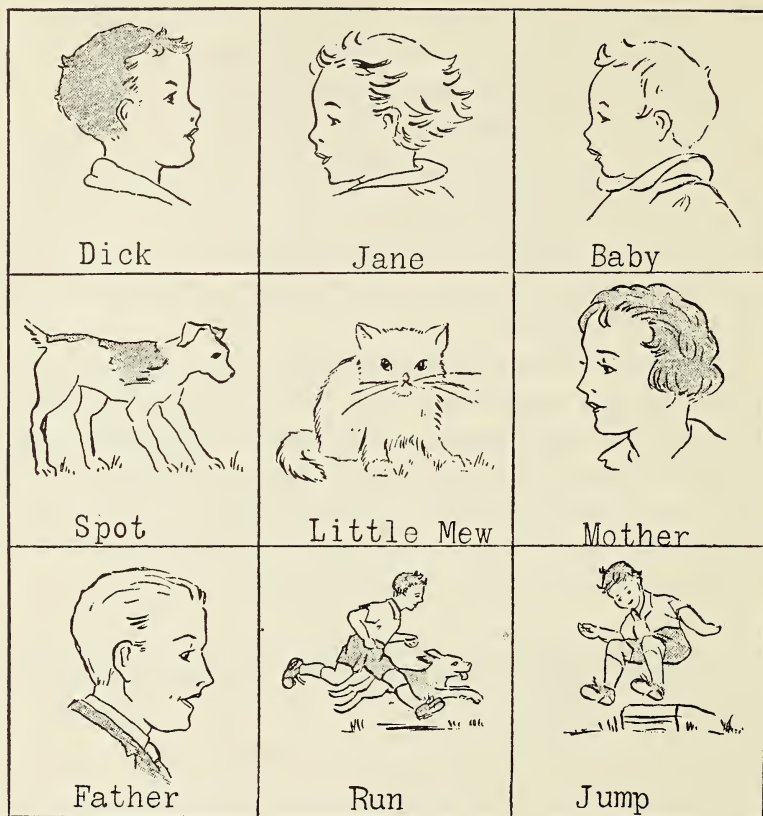
3. The chart reading prepares directly for the worksheets since the silent reading responses on the worksheets correspond very closely to those in connection with the chart material.

4. The method is intrinsic because supplementary drills are not needed and because practice in word recognition and meaningful reading activities are integrated.

5. The method is a thought-test method.

6. The method is a natural one because learning of words and acquirement of skills takes place in a natural way as the result of interesting reading with various types of activities.

7. The chart material and worksheets supplement each other ideally. Chart and blackboard material has the advantages of a common center of attention and of one child learning from another. The worksheets provide for independent reading and ob-



WORD PICTURE HELPERS

FIG. 33.—Home-made worksheet No. 5, preparatory to *Elson Basic Pre-Primer*.

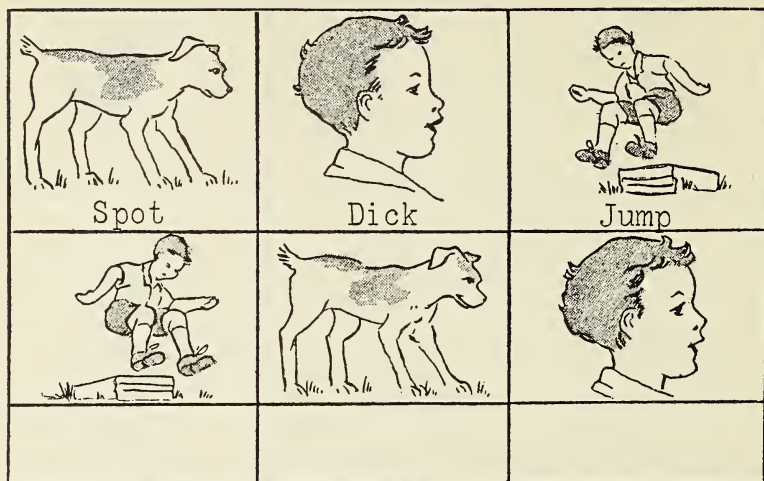
jective records, which motivate the learning activities and give a basis for diagnosis and corrective individual instruction.

8. The plan is well-balanced in relation to specific aims related to interests and attitudes on the one hand and skills on the other hand.



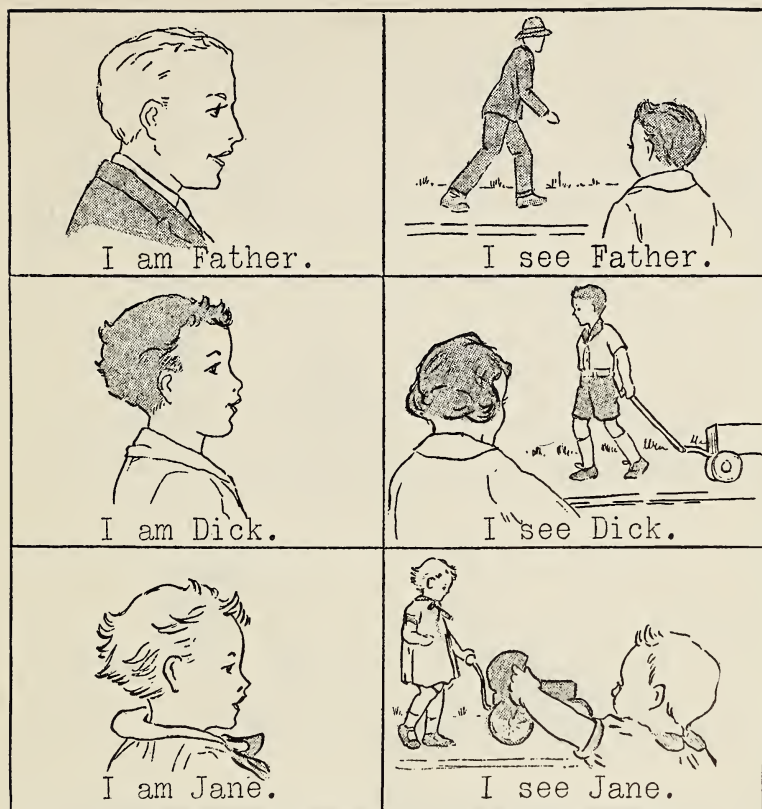
Little Mew	Spot	Father
Jump	Baby	Dick
Jane	Mother	Run

FIG. 34.—Home-made worksheet No. 6, preparatory to *Elson Basic Pre-Primer*.



Dick	Spot	Jump
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FIG. 35.—Home-made worksheet No. 15, preparatory to *Elson Basic Pre-Primer*.

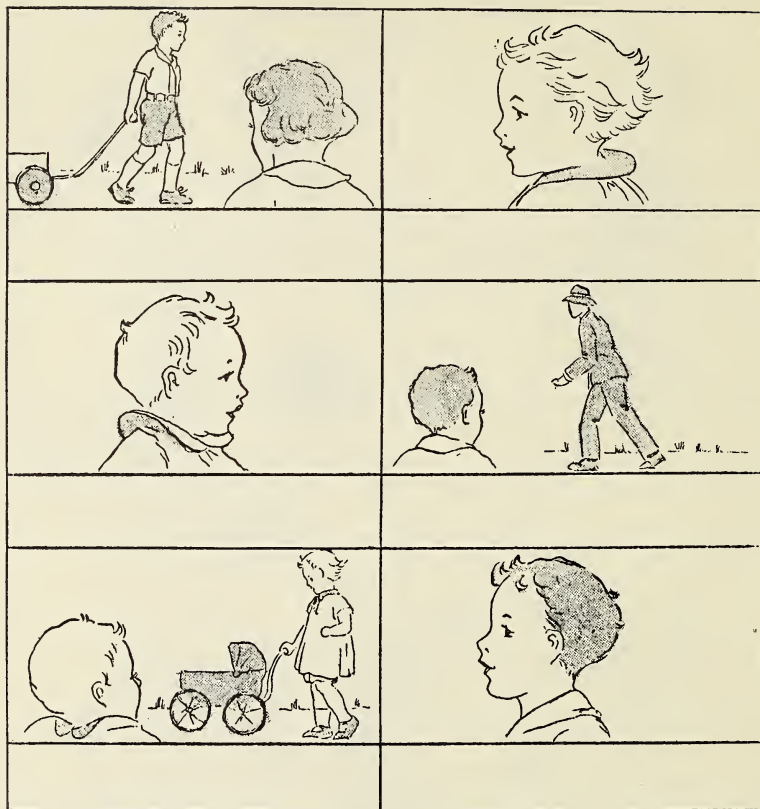


WORD PICTURE HELPERS

FIG. 36.—Home-made worksheet No. 15, preparatory to *Elson Basic Pre-Primer*.

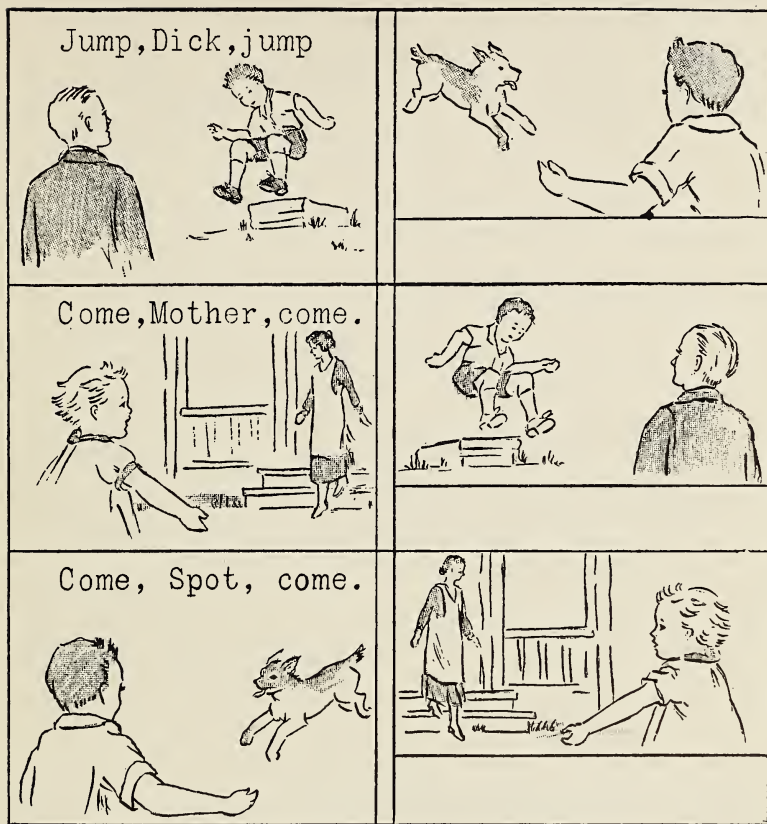
9. The steps and phases of instruction for word learning are as follows:

- Chart words presented in sight-oral-meaning association with the aid of pictures.
- Chart words matched to unlabeled chart pictures with the aid of word-picture dictionary cards.
- Steps one and two repeated in the exercises in the workbook.
- Repetition of words in a variety of reading exercises with ob-



I am Baby.	I see Jane.
I see Dick.	I am Jane.
I see Father.	I am Dick.

FIG. 37.—Home-made worksheet No. 16, preparatory to *Elson Basic Pre-Primer*.



Come, Spot, come.	Come, Mother, come.
Jump, Dick, jump.	Run, Dick, run.

FIG. 38.—Home-made worksheet No. 21, preparatory to *Elson Basic Pre-Primer*.

1. Can a dog jump?	Yes
2. Can a house run?	
3. Can a kitten run?	No
4. Can a ball jump?	
5. Can a dog run?	

1. Can a ball run?	Yes
2. Can a kitten jump?	
3. Can a house jump?	
4. Can a dog run?	No
5. Can a house run?	
6. Can a dog jump?	

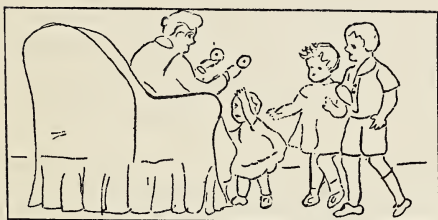
FIG. 39.—Home-made worksheet No. 24, preparatory to *Elson Basic Pre-Primer*.

jective responses in chart and workbook reading with and without the aid of word-picture helpers.

- e. Matching of word cards to unlabeled pictures without the aid of the word-picture helpers, first in chart reading and then in the workbook.

10. Being able to recognize and say words in isolation from meaningful reading is a stage of learning beyond the pre-book and pre-primer stages, and testing or drill of this type is not advised during these early stages.

11. Since the children's learning in a class in beginning reading varies greatly, tentative grouping should be made early, and shifts from group to group made as the teacher deems advisable.



Grandmother is here.

How happy Baby is!

How happy Jane is!

How happy Dick is!

Make the big cookies --

blue brown yellow

Make the candy --

yellow red green

happy

Grandmother

candy

cookies

How

happy

here

candy

cookies

Grandmother

How

FIG. 40.—Home-made worksheet, preparatory to *Elson Basic Pre-Primer*, pp. 36-39.

Sequence of beginning books. After a group had completed the *Elson Basic Pre-Primer*, it proceeded immediately to the *Elson Basic Primer*, because fewer new words would be encountered in the first part of that book than would have been encountered by taking any other pre-primer or primer. After completing Parts I and II of the *Elson Basic Primer* the teacher could obtain from the library of supplementary sets a supply of any of the other easy beginning books listed for normal groups under Level II. The ones listed are those having the fewest new words not in the *Elson Basic Primer*, Parts I and II.

After the group had done sufficient easy pre-primer and early primer reading to reach the standards of attainment listed for Level II, the group would cover the state primer (Child-Story) through page 63 and the accompanying workbook to page 14, and then return to the *Elson Basic Primer* and complete it. Additional supplementary reading from the list for normal groups under Level III could then be selected.

By a plan of this kind the children have the advantage of a relatively large amount of easy reading under conditions that are really experiential, satisfying, and joyous.

Retarded groups. By observing the materials listed for retarded groups under Level II, page 27, it will be seen that new beginning material is provided for groups that are in need of starting over again with preparatory workbook and very easy primer material. Wherever groups above the low first grade were found to be unable to read with little help such easy material as the beginning part of the pre-primers and primers listed under

Level II, they were given the *Webster Primer* and accompanying preparatory workbook. Groups of this type were found in all schools and included approximately 250 pupils in the high first, second, third, and fourth grades.

Under this plan pupils making slow progress with the materials for normal groups and in need of additional fresh beginning material would be organized as groups retarded in reading with respect to grade placement and be given materials listed for retarded groups.

It is not expected that the plans outlined will prevent some pupils of a particular class or grade from being behind others in reading. But by providing a plan that enables the teacher to adapt the reading instruction to the level of progress and needs of the children regardless of grade placement, a better total result will be achieved, fewer children will come to dislike reading because of insurmountable difficulties, the formation of bad habits due to the use of too difficult materials will be largely prevented, there will be fewer non-readers, the number of non-promotions will be decreased, and the amount of retardation in reading with respect to mental age will be considerably reduced. And will not such results more than justify whatever increased expenditures may be involved in supplying materials for such a program?

Results at the end of one year. Toward the end of the first year each school was asked to report the advancement of the beginning first-grade pupils who had started upon this program at the beginning of the year. In the large schools where there was more than one room of beginners and where it was feasible to organize four or

more groups of beginners, it was found that the rapid moving groups had completed Level IV, that the average groups had at least completed Level III, and that some groups had completed Level II only. The number of non-promotions at the middle of the year at the end of low first grade was considerably smaller than had been the case previously. Apparently this plan was going a long way in preventing the development of non-readers and specific deficiencies in reading.

Teachers' evaluation of the plan. A questionnaire was submitted by the administrator in charge of the elementary schools to the first-grade teachers to be responded to without identification. The following shows the results on certain important items:

RESULTS OF THREE IMPORTANT ITEMS ON
QUESTIONNAIRE WITH UNIDENTIFIED
RESPONSES BY TEACHERS

*For those having used the home-made preparatory chart and
worksheet material*

1. How do you like the new plan in comparison to the pre-book methods you were previously using?

Better	17
About the same.....	2
Not as well.....	<u>4</u>
Total	23

2. How do results with slow learners compare with results previously obtained?

Better	14
About the same.....	5
Not as good.....	<u>4</u>
Total.....	23

3. Under the new plan is it feasible to cover a complete story in the *Elson Basic Pre-Primer*, as a rule, in a period of 20 or 30 minutes?

Yes.....	17
No.....	5
??.....	1
Total.....	<u>23</u>

In view of the facts that teachers will nearly always differ considerably in evaluating any plan of material used and that there are always some teachers who dislike to change from methods to which they have become accustomed, the judgment of these teachers indicates a strong probability that considerably better results were obtained during the first year under the new plan than previously. With further experience with the new plan and the new materials, still better results will, no doubt, be obtained.

A comparative study of activity reading and workbook reading. Clara Tutt, supervising critic, Central State Teachers College, Mt. Pleasant, Michigan, has contributed a valuable study¹ to determine the relative effectiveness in word learning of reading related to an activity project and of workbook activity in reading. An extensive circus project extended over a period of ten weeks with the usual types of integrated and correlated reading, including reading cooperatively formulated charts, labels and signs, sentences under drawings, and a child-made circus primer. Miss Tutt says:

All the chart and sign material was used for reading. The same words were rearranged in as many different ways as possible to

¹ Clara Tutt, "The Pre-Primer Period," *Childhood Education*, IX (June, 1933), 464-467.

make new sentences. A number of action words as *run*, *jump*, *walk*, *turn*, and *skip* were added. About thirty minutes each day were consumed in regular reading exercises. Besides this the words were in use during activity periods in order to carry on the work.

During another part of the day reading activities with *Primer Seatwork* and some home-made supplementary material were conducted for about forty-five minutes. There were three groups of children; two groups worked independently on the books while one group was engaged in drill activities.

The author describes the comparison of the two types of reading as follows:

About the same amount of time was devoted each day to each type of reading. Interest in the circus, which was very strong, was an incentive to reading. Interest was also strong in the use of a workbook. Coloring, cutting, pasting, and drawing have universal appeal. At the end of ten weeks, the time when the circus activities culminated, an individual informal test was given to each child. The test was made of twenty-seven words used most frequently in the circus unit and twenty-seven words used most frequently in the workbook. A few words duplicated in both types of reading were equally divided between the two lists.

Forty-two of the forty-six children were regularly enrolled for the entire ten weeks. In all except three cases better scores were made on the workbook list. The amount by which the workbook results exceeded those of the circus unit was in general greater at the lower end of the scale.

The author states the following conclusions:

The results of this test seemed to show that more progress was being achieved by the workbook type of instruction than from material derived from children's activities. There were undoubtedly many important things learned from the incidental circus reading that are not so easily measured, such as concepts of dif-

ferent uses for reading, of a unified paragraph or selection, and recognition of words in different size type and in different situations.

That the slow child seemed to do better with the workbook type is probably due to the fact that the work is better organized for repetition of words and phrases than the incidental reading, that it demands close attention if it is to be done at all, and that each day's work is a definite check on each child's progress, causing the teacher to react accordingly. The brighter child learns with fewer repetitions and makes himself more responsible for his own progress. From this one study it would appear that both types of work have their values for beginning reading.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. Give reasons for and against postponing beginning reading beyond the low first grade.

2. Assuming that the statements by Gates quoted on page 212 are valid, at what time should the child be started in reading?

3. Obtain the latest findings concerning the optimum, or most favorable time for beginning book reading, from the standpoint of maturation or growth of the visual apparatus, and report to the class.

4. Examine several tests designed to determine reading readiness or classification in beginning reading and select the one you consider the best. Give your reasons for your choice.

5. Are most children at the age of six years familiar with most of the experiences embodied in the simplest pre-primers and primers available?

6. Bring in and exhibit reading material of the incidental, correlated, and integrated types. Explain the use that has been made of each.

7. Select a manual to a basic series of readers and examine the approach presented, keeping in mind the basic principles set forth on pages 236-237. Report upon the extent to which these principles are applied.

8. Compare the plan of grouping set forth in section D with another plan outlined in some other publication and report upon similarities and differences.

9. Read and constructively criticize "Laying the Foundations in Reading," pp. 279-289, *Better Reading Instruction*, Research Bulletin of the National Education Association, XII, No. 5, November, 1935.

10. In the light of the discussion in section A of this chapter, give a constructive criticism of the contributions given in one of the manuals listed in Part II of the selected bibliography.

11. Read and report upon one of the following references, in Part III of the selected bibliography, giving agreements or disagreements with statements in section A of this chapter: 14, 53, 57, 64, 79, 89, 106, 110.

CHAPTER VII

THE ROAD TO BETTER BEGINNING BOOK READING: LEVELS II-IV

A. GUIDING INSTRUCTIONAL PRINCIPLES FOR GROUP READING

The technique of instruction in group reading of units of sequential material in pre-primers, primers, first readers, and similar books is different from the technique involved in connection with the units in the workbook or work-type units in the reader. While it is not desirable to specify a pattern procedure, it is highly desirable that the teacher know and observe certain fundamental principles as guides to an effective type of instruction. The principles will now be set forth and discussed briefly.

1. *The main function of group reading of sequential material is community of experience and cooperative interpretation.*

The main function of a particular educational activity determines the procedure. Reading is an invaluable means of experience. A unit of sequential reading material embodies an experience. Group reading of such a unit provides a community of experience and cooperative interpretation impossible in individual reading. To help the child to realize the experience embodied in the reading matter by means of silent and oral reading and through cooperative interpretation should be the primary purpose of the teacher. This aim should be the

teacher's compass in guiding this particular educational activity.

2. *During the class period a unit of reading material yielding a satisfying conclusion should be completed.*

The experiential value of reading as an educational activity is not realized without a satisfying conclusion. Too often the reading lesson is brought to an end by the clock without a satisfying conclusion having been reached, due partly to a lack of proper planning and good operative technique on the part of the teacher and partly to her not understanding the primary function of this educational activity.

This principle has been commonly violated in classroom procedure by stopping the reading just anywhere. The ideal plan is to read a complete story during one period. If this is not possible, then a good stopping place making a satisfying conclusion should be located. Manuals sometimes disregard this principle. For example, the first-year manual for "The Unit-Activity Series" (1935) preliminary edition, page 181, advises the teacher to let the children read as many or as few pages per day as seems advisable.

3. *Before beginning a large unit or story series in the reading book, the teacher should be familiar with the whole unit, and should determine its component instructional units.*

If the teacher observes this principle, she is prepared to proceed more intelligently in her approach or introduction to the total unit and to each of the smaller instructional units, in providing appropriate motivating questions as the reading proceeds, and in ending the

period of reading at a natural stopping point. She needs to guide the pupils in the light of the ideas which tie the parts of the large unit together, and also in the light of the ideas of the particular experience involved in each smaller unit. For the best results it is highly essential that the teacher make adequate preparation previous to the beginning of the reading recitation.

4. *The progress from the beginning to the end of a natural instructional unit should be continuous and at a rate adequate for the enjoyment of the experience involved.*

Reading in the primer or other reading book should never be made hard work and should never be allowed to become a slow laborious process, because such conditions inevitably result in the wrong attitude toward reading on the part of the children and in inappropriate reading habits. In order to make reading a joy to the children, to foster the attitude of reading for meanings, and to lay the proper foundation for economical and effective habits in reading, the teacher must have in mind the sequence and conclusion of the reading unit, must be careful to avoid unnecessary breaks, and must focus the children's attention primarily upon getting the thought and enjoying the experience involved. Nothing should be permitted to interfere with the continuity of the thought from the beginning to the end of the unit.

5. *The reading period for class or group instruction should be sufficiently brief to avoid a degree of fatigue that interferes with sustained interest and attention.*

While the duration of the reading period in which the primer is used for sequential reading on the part of a

class or group will vary according to circumstances, experience indicates that approximately twenty minutes is the desirable length of period. A twenty-minute period is adequate for completing at least one unit of reading matter and will not result in fatigue that causes a lag of interest.

6. *For each reading period there should be a brief, effective approach or introduction for arousing an eager anticipation of the reading content.*

The picture often provides the logical approach to the reading. In some cases children's experiences may be recalled and related.

At the beginning of a unit where the title appears, attention should be called to the title. Often an interesting problem or motive question naturally follows the reading of the title. The reading of the title is naturally a part of the approach. If there are no word difficulties, it is well to have some child read the title. Otherwise, the title should be read by the teacher to the children.

In some cases the best approach to a unit within the connected series may be to recall the background or setting of the series. The teacher should be careful to avoid unnecessary digressions. Long drawn-out approaches are unnecessary and therefore wasteful of time. Brief approaches that attract the interest of the group and quickly focus attention upon reading to find out something are usually the most effective.

7. *An interesting question or problem involving consideration of the reading unit as a whole is an excellent means of motivation and of focusing attention upon the central theme and outcome.*

The skillful teacher develops the habit of keeping before the children what has been called a motive question. Such a question helps to stimulate the thinking essential in reading, to keep in the child's mind the thread of thought, and to focus attention upon a satisfying conclusion to the incident or story. It contributes materially to the development of the attitude of reading for meaning instead of for the purpose of word calling. It provides the child with a welcome drive which aids him to anticipate meaning and overcome mechanical difficulties. A type of problematic question which runs through the reading unit and ties the parts together or which involves consideration of the whole in solving the problem focuses attention upon major values and induces the type of thinking essential to intelligent interpretation.

8. *The teacher should anticipate word difficulties and take appropriate steps to reduce the child's difficulties to a minimum without undue preliminary presentation and drill upon new words.*

When the reading material is well constructed from the standpoint of vocabulary burden, elaborate preliminary word drill is not necessary, especially in case preparatory workbook exercises are utilized. But in certain cases some help upon word difficulties before the children begin the unit or a particular sentence will be advisable. Such preliminary attention to words, however, should always be brief and should not detract from the child's main objective—getting the thought and enjoying the experience. Resourcefulness in utilizing the most appropriate type of preliminary help for a

particular probable word-recognition difficulty and avoiding undue emphasis in this direction are important elements in skillful teaching of primary reading.

The following are helpful ways and means of giving preliminary attention to words and expressions likely to cause difficulty in the child's reading:

a. Oral use in the approach, in the motive questions, and in the discussion.

b. Preliminary use in bulletin-board reading.

c. Presentation through word-picture helpers.

d. Preliminary use in workbook exercises.

e. Preliminary presentation in phonetic and other word-building exercises.

f. Preliminary presentation on the blackboard, the teacher telling the printed word to the children, following its oral use in the approach.

Preparatory workbook material has great value in this connection. The illustration on the next page occupies the left-hand page of a workbook. The right-hand page provides a layout for matching to pictures the following expressions:

two eggs in a nest

two big eggs

a big house

a house in a tree

two little eggs

a little house

a nest in a tree

two bird houses

a rabbit house

On page 280 is a first-reader workbook page in reduced size, illustrating how some new words are developed from known words (bottom of page) and how words that are new in the next story in the reader are

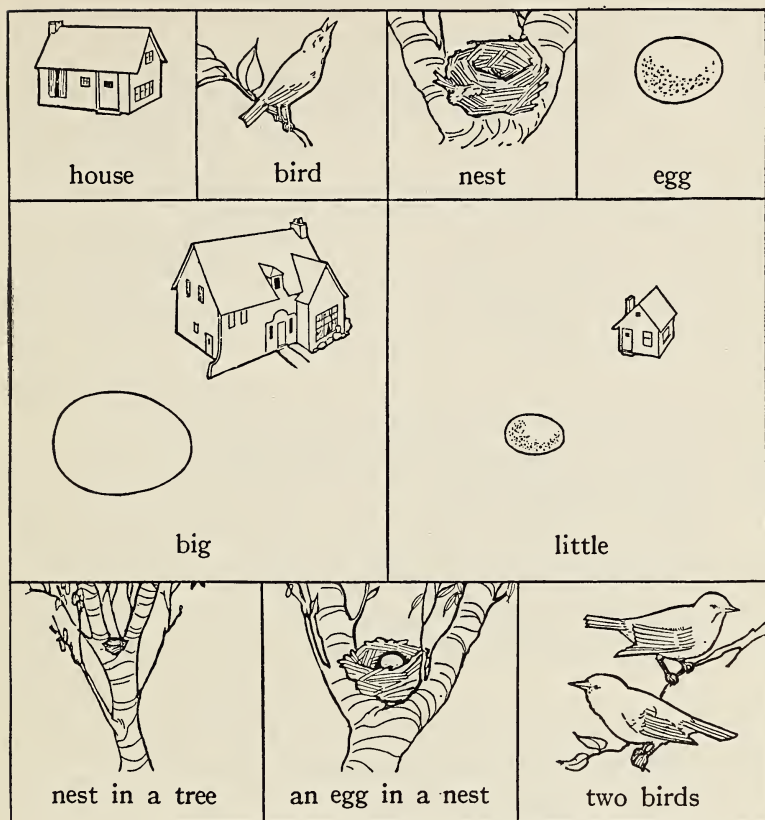
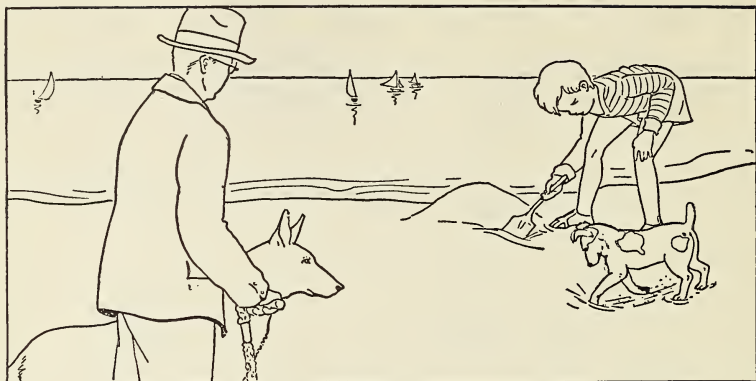


FIG. 41.—Page 38, *Pre-Primer and Primer Workbook*, Webster Readers (reduced).

incorporated into a work-type reading lesson with objective responses recorded in the workbook.

9. *What the teacher should do in case of a breakdown in word recognition on the part of the child in oral or in silent reading depends upon the circumstances and the nature of the difficulty.*



Grandfather and Billy are at the sea.

Billy is digging in the white sand.

Spot is Billy's dog.

He is digging in the sand, too.

Grandfather is watching them.

His dog is watching, too.

They are all good friends.

Make the sky blue, but not very blue.

Make the sea bluer than the sky.

Draw a line under Spot.

Count the boats on the water.

How many are there? two three four six

old	cry	eat	farm	and	land
cold	sky	beat	arm	land	sand

NOTE—This page is preparatory to pages 139–149 of the reader.

FIG. 42.—Page 56 of *Work and Test Book for Easy New Stories* (reduced).

In such a case there are several possible procedures on the part of the teacher. These are treated in full for each reading level on pages 440-446.

In helping one child, be careful not to lose control of the group. Sometimes it is wise, in case the child has difficulty in the preliminary silent reading of the sentence, to ask him a question or make a suggestion which will direct his attention to the thought involved, to leave him to his own efforts for a moment, and then come back to him.

To know what is the best thing to do in a particular case requires knowledge of the child, no little technical knowledge, and a high degree of good judgment on the part of the teacher.

10. *In oral reading in case of a breakdown in which the thought connection is lost, the child should return to the beginning of the sentence instead of continuing from the point of the breakdown.*

Primary supervisors and skillful teachers generally agree that the practice indicated above is wise because it helps the child to maintain the thought connection.

11. *In early primer reading the child should be encouraged to read the sentence through silently and ask for any needed help before attempting to read it orally.*

This plan has the double advantage of making for fluency in oral reading and of helping the child to avoid pronounced vocalization when reading merely for thought. It also leads the child to distinguish between silent reading for the thought and expression of the thought by means of oral reading. Strict silent reading should not be required at this stage of development.

1

The preliminary reading should be without conscious effort to read aloud or vocalize.

12. *In the sequential reading, attention to the mechanics should be subordinated to thought getting, and the thought connection or sequence should be kept continuously fresh in the child's mind.*

The immature reader is always in danger of losing the thought connection in the midst of mechanical difficulties. Attention to the meaning involved is an excellent aid to word recognition and expression of the meaning. It is the function of the teacher to keep the thought connection and the meaning involved continuously in the focus of the child's attention. The ways and means of doing this are many. Skillful questioning is an important aid in this connection.

13. *The management of the recitation should be such as to maintain a high degree of attention on the part of all members of the group and as frequent participation on the part of each pupil as possible.*

Any technique, although it may appear valuable for a particular reason, is to be condemned if it tends to result in a lag of interest on the part of the group. For example, if one pupil reads aloud for too long a time or if the teacher gives undue attention to the difficulties of a particular pupil, interest on the part of the other pupils is likely to lag to an undesirable extent. The better the reader the more material it is safe to allow him to read at one stretch. In the early primer reading, it is usually advisable to have the pupil read aloud only one sentence at a time during the first covering of the material in order that all may participate frequently

and thereby be stimulated to maintain a high degree of attention.

14. *In class teaching of early primer reading, a suggestion or question should usually precede the silent reading of each sentence to motivate and aid the pupil in his reading.*

Such questions are usually referred to as motive questions. Good motive questions constitute an important element in skillful guidance of group reading.

15. *The primary purpose of the pupil's response following the silent reading should be to further a common understanding and enjoyment of the experience involved.*

The response following the silent reading of a sentence, paragraph, or larger section may be that of a spontaneous informal remark, oral reading, answer to a question, acting, or more than one such response. While the child's response is an indication to the teacher of the child's comprehension of the thought, its main purpose in the mind of both the teacher and the pupil should be that of helpfulness in an imaginative re-creation and enjoyment of the experience on the part of the group. The value of the responses of the pupils lies largely in their contribution to the social and experiential values of the group endeavor. Herein lies the essential value of group recreative reading over individual free reading.

While informal testing is usually an integral part of good teaching, a procedure that specially emphasizes the checking of the individual child's recognition of the words or mere comprehension of the thought tends to militate against the spirit of mutual helpfulness and group interpretation and enjoyment of the experience

involved, essential objectives of group recreative reading. The reading of a new unit in the primer always should be typical of recreative reading rather than of work-type reading. If the mere checking of recognition, pronunciation, or comprehension becomes too prominent in the procedure, the child's objective becomes too individualistic and too closely related to the mechanics of reading.

16. *In the group reading of a story unit, there should be a considerable amount of oral reading because it furthers a more adequate conception of the thought and a deeper community appreciation of the experience.*

The writings of educational psychologists indicate a consensus of opinion of these specialists that oral reading is probably closely related to a full conception and appreciation of the experiences embodied in the printed page as long as the child's reading vocabulary is still much smaller than his speaking vocabulary or the spoken vocabulary which he comprehends.

In the first grade the rate of recognition is less than the rate of articulation; consequently, the oral reading cannot have a retarding influence upon rate at this stage of development as it is likely to have in the middle grades.

In addition to its value in relation to group cooperation and a fuller conception and appreciation of the meaning, oral reading is a valuable objective evidence of accurate recognition of meaning symbols and often reveals the child's conception of the meaning or the lack of adequate interpretation.

This principle, however, does not mean that every

sentence should necessarily be read aloud. Other forms of interpretative reaction, as suggested under 14, are very desirable when appropriate.

17. *The procedure should be adapted to the needs of the group of pupils.*

The amount of attention which should be given to such phases as the approach, motive questions, recognition difficulties, and rereading and drill exercises depends upon the needs of the group. A group of bright pupils will need less stimulation than a slow group. Sufficient attention, however, should be given to the thought to insure an appreciative understanding of the content. A group of slower pupils will need the stimulus and help of more attention to the approach step, more motivating and helping questions and suggestions, and more attention to recognition problems. The silent reading preceding the oral reading is more important with the relatively immature group of pupils. Likewise, the faster a group can cover ground in the cooperative reading, the less need there is for the rereading of the whole for synthesis.

18. *Provision should be made for considerable amounts of purposeful rereading.*

Rereading is valuable for development of the mechanical skills, such as word recognition, appropriate eye movements, comprehension including such elements as selection and organization, fluency in oral reading, and effective expression of the thought.

But the child should have an incentive in the rereading. The child's purpose in oral rereading following the completion of a primer unit may be to see if he can read

the page without a mistake, to demonstrate a natural effective expression of the meaning, to convey the thought to some one without copy in hand and unfamiliar with the story, to practice for such audience reading, or to answer some new question or solve some new problem. The motive for rereading silently might be to find a picture to match a sentence or vice versa, to find the answer to an interesting question, or any one of the many incentives utilized in the new silent reading texts. It is highly essential that the child should be interested in the rereading, whether it be oral or silent, and that he should get satisfaction rather than annoyance from it.

19. *In the directed reading activities for the orderly building of habits the selections usually should be taken in the regular order in the textbook.*

According to Figure 7 on page 303 of *Better Reading Instruction* less than 50 per cent of the first grade teachers followed the regular order of the textbook. During recent years much time and money have been expended in producing primary reading textbooks with a carefully controlled vocabulary. It seems very logical to say that the advantages of such textbooks will be largely lost unless the material is used in the order in which it appears in the textbook. This does not mean, of course, that the teacher would not use other reading materials for special purposes, especially when it is desired to use a reading selection that correlates with some other subject or activity. Other factors which may justify the use of specially chosen selections are: (1) seasons and special days, (2) pupils' choices for rereading; (3) in-

dividual or group needs in remedial instruction, and (4) supplementary selections from other sources closely related to a particular selection in the textbook.

Cautions and summary of principles. The following list of important points to keep in mind includes cautions as well as a summary of principles set forth in the preceding discussion:

1. Do not tell the story, but let the child have the joy of getting it in the group reading.

2. Do not use the same content for preparatory black-board or chart reading.

3. Do not allow problems of word recognition or checking of comprehension to interfere with the group cooperative endeavor and enjoyment.

4. Avoid the formation of undesirable habits such as finger pointing and word-by-word oral reading.

5. Use a brief effective approach, first for the complete story unit and second for each logical instructional unit.

6. In the earliest book reading, proceed in the group line by line and increase the length of the unit according to the growing ability of pupils.

7. Provide a motivating and helping question or suggestion for each unit.

8. Have pupils respond in various ways, including a considerable amount of oral reading.

9. Keep the thought connection before the pupils and proceed in a straight-ahead fashion through a complete unit and in a manner conducive to enjoyment of the experience.

10. Use various types of help on word difficulties ac-

cording to the nature of the difficulty and the conditioning circumstances.

11. Conclude with a final synthesis or perspective view of the story or related series of units.

12. Provide for special, short practice periods for motivated rereading to develop fluency in oral reading.

A self-examination for the teacher. One means of improvement on the part of the teacher is that of occasional self-examination. The following questions constitute such a self-examination in relation to instruction in primer reading:

1. Do I keep in mind the fact that the primary purpose of group reading of story units is cooperative interpretation and enjoyment of the experience embodied in the reading matter?

2. How skillful am I in using a brief effective approach?

3. How skillful am I in providing motivating and helping questions and suggestions?

4. How skillful am I in providing varied and appropriate responses instead of using only the oral-reading responses?

5. Do I proceed by logical instructional units, manage to reach a satisfying conclusion, and keep the recitation period sufficiently short to avoid pupils' fatigue?

6. How skillful am I in keeping the thought connection in the minds of the pupils and proceeding at a rate conducive to enjoyment?

7. How skillful am I in giving the type of help most appropriate in case of a breakdown in word recognition during silent or oral reading?

8. How succesful am I in avoiding the formation of undesirable habits in the silent and in the oral reading?

9. How successful am I in maintaining a high degree of attention and as frequent participation on the part of each child as possible?

10. How successful am I in developing fluency and a natural expression of the meaning in oral reading?

11. How skillful am I in using the workbook exercises in locating and diagnosing individual deficiencies?

12. How skillful am I in giving attention to and providing appropriate treatment of individual deficiencies?

13. Have I formed the habit of making adequate preparation for the teaching of each instructional unit?

B. A LESSON PLAN BASED ON THE PRECEDING PRINCIPLES

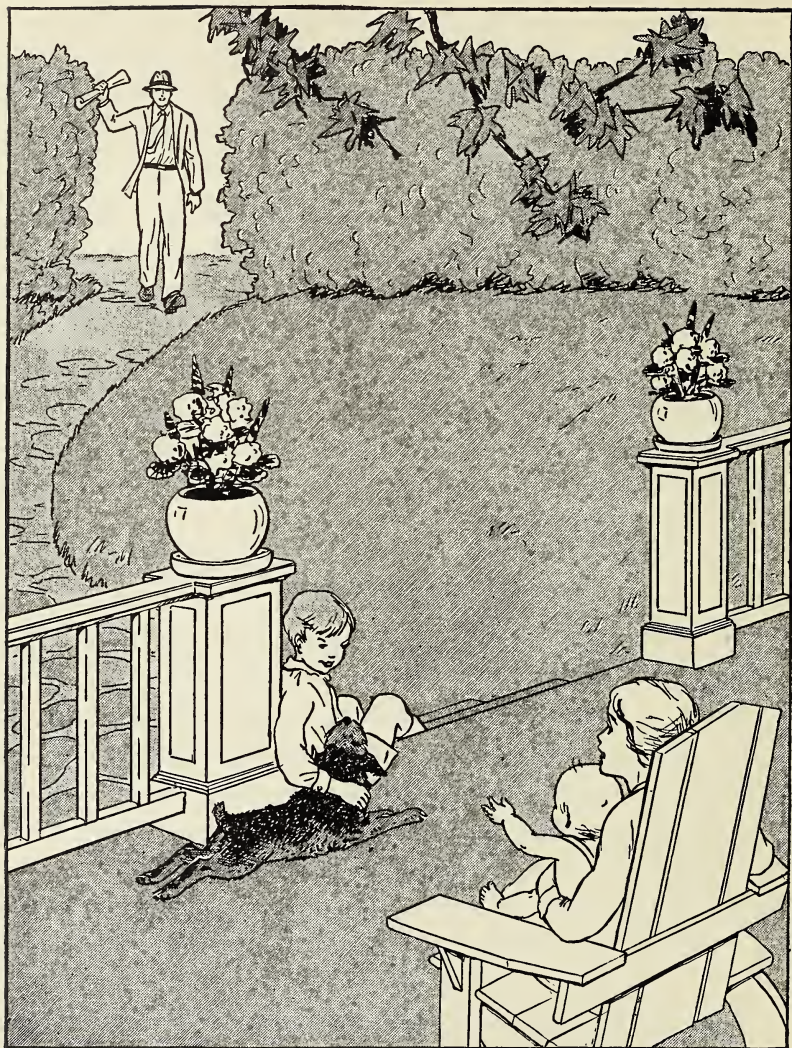
A simple beginning unit. On pages 290–293 is reproduced without the colors the first story unit in *Tom and Jip*,¹ a new-type pre-primer. Ten pages of preparatory material in the pre-primer precede this story, introducing words and sentences through pictures and providing practice in recognition in very simple reading exercises.

Procedure. Here is a four-page story with only one new word, *to*, and that word will come naturally from context and need not be given any direct attention.

Let the children enjoy the pictures and make spontaneous comments.

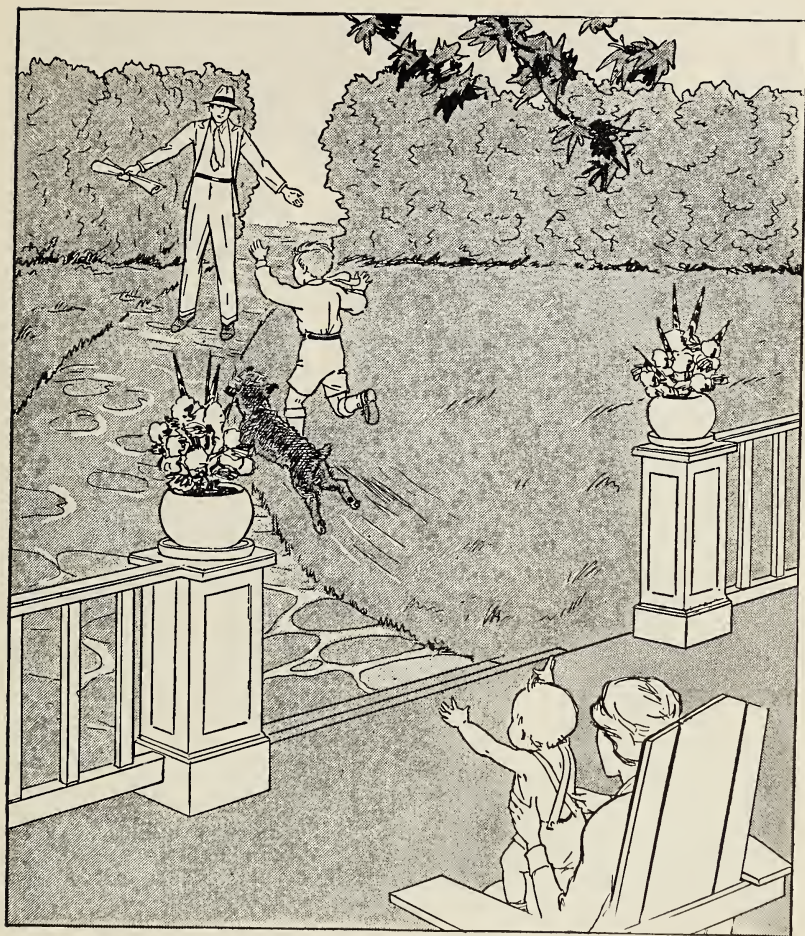
Direct attention to the picture on page 12. Develop the background setting in order to show that Father is

¹ Clarence R. Stone and Dodie Hooe, *Tom and Jip*, Pre-Primer of the "Webster Readers" (St. Louis: Webster Publishing Company, 1935).



Father is coming.

FIG. 43.—Page 12, *Tom and Jip* (Webster Pre-Primer).



Mother says, "Here is Father.
Run, Tom, run.
Run, Jip, run."

FIG. 44.—Page 13, *Tom and Jip* (Webster Pre-Primer).



Father says, "Jump, Tom.
Jump, Tom, jump."

Jip says, "Bow-wow."

FIG. 45.—Page 14, *Tom and Jip* (Webster Pre-Primer):



Father says, "Come, Baby.
Come, Baby, come.
Come to Father."

FIG. 46.—Page 15, *Tom and Jip* (Webster Pre-Primer):

just arriving home and that the rest of the family have been watching for him.

"Put your markers under the line of reading. What is the first word?" "Yes, the first word is *Father*. What does the reading tell us about Father?" Let one of the children read the sentence aloud.

"Look at the next picture. Put your markers under the first line. That line tells you who saw Father first. What is the first word?" "Yes, and Mother says something. See if you can read the whole line." Let some one read the line aloud. "Slip your marker down and find out what else Mother says. Who can read it aloud?" "Now who can read the last line?"

"Turn the page and see what happens next. Place your marker under the first line. Who is talking?" "Yes, Father says something. Read the whole line and see what Father says." Have one of the children read the line aloud. "Now move your marker down and find out what else Father says to Tom." Let a child read it aloud. "Move your marker down underneath the next line and find out what Jip says. Read the whole line." Have one child read it aloud.

"Now look at the picture on the next page. What do you think Father is saying to Baby?" "Place your marker under the first line and see if you can read it." Have the line read aloud. "Father talks some more to Baby. Slip your marker down and read the next line." Let another child read it aloud. "And Father says something else. He wants Baby to come to him. Move your marker down and find out what Father tells Baby to do."

"Do you think Baby goes to Father?"

C. OTHER TYPES OF PROCEDURE

The procedure involving preliminary chart reading of the story and follow-up, supplementary drill. In Chapter V, section B, pp. 181-186, methods of procedure which developed in connection with literary readers have been discussed. The story-memory method referred to there and discussed in detail by Parker¹ involved, as one step, reading the story from a wall chart previous to the reading of the story in the book during the early primer stage. This practice, which has been continued in connection with some of the newer primers with story material based upon first-hand experiences, has the advantage of providing for a continuous straight-ahead story reading from the beginning. It has the disadvantage, however, of developing the habit on the part of some children of depending too largely upon the memory of content and context clues for word recognition, and consequently, with such children, there is very likely to be a serious lack in independence in word recognition.

To solve this problem the practice of supplementary drill upon the recognition of phrases and words following the reading of the story developed. This type of practice is, of course, quite out of harmony with the psychology of reading which favors intrinsic learning of words.

Hahn's method outlined in *Better Reading Instruction*.² This proposed method of procedure, as set forth

¹ S. C. Parker, *Types of Elementary Teaching and Learning* (Boston: Ginn and Company, 1923), Chapter V.

² *Better Reading Instruction* (Washington, D. C.: Research Division National Education Association, 1935), p. 284.

in *Better Reading Instruction*, involves four steps, as follows:

1. The introductory reading of the whole story without preliminary vocabulary preparation or chart reading, but with such help as is needed as the reading proceeds. This introductory reading of the whole story is done as quickly as possible under the leadership of the teacher, "who introduces new words and phrases in such a way that the thought is kept uppermost in the child's mind all of the time." The whole sentence is read silently first and then orally.

2. A practice period for drill on words and phrases with practice adapted to the needs of the group. "Practice consists of the recognition of new words and phrases in different places in the story, the noting of similarities and differences in the form of certain similar words and phrases, and the hearing of certain sounds and locating of certain symbols in words of the story."¹

3. Rereading and using the story for a specific purpose, such as (a) for individual and class enjoyment; (b) for entertainment of others outside the class; (c) for specific information to be used in carrying on related activities. With a preliminary reading and effective supplementary practice on words and phrases, this second reading should be a relatively smooth and independent process.

4. Independent and group activities in which the pupil makes use of the vocabulary in new reading situations. This step may involve reading related to classroom activities or work-type reading in connection

¹ Julia L. Hahn, *Child Development Readers, First Grade Manual* (Boston: Houghton Mifflin Company, 1935), p. 13.

with workbooks, mimeographed seatwork, or exercises on the blackboard or chart cards.

A number of first-grade manuals at the present time suggest a procedure somewhat similar to that just outlined. In some cases the preliminary reading during the pre-primer and primer stages is done from a chart reproduction of the story in the book. Sometimes this is a piecemeal procedure, giving the child one or more pages a day until the story is completed.

The procedure just outlined on the preceding pages has the advantage of giving the child a complete experience with the story within one period. The writer believes, however, that it is desirable and feasible to avoid the non-intrinsic practice on words and phrases by the use of preparatory reading exercises built on the intrinsic method, and provided in workbook and mimeographed form and to some extent in the reader itself. With such intrinsic preparation for the story, the reading of the story can be sufficiently rapid for enjoyment and can be completed in one period so as to give a complete experience and a satisfying conclusion. In the judgment of the writer it is unfortunate that the Research Division of the National Education Association did not also set forth in *Better Reading Instruction* what may be called the intrinsic type of procedure in connection with story reading.

D. CHARACTERISTICS OF THE BEST BEGINNING BOOKS

A variety of activities and materials. In order to obtain the best results a rich variety of reading activities is fundamental, such as group instruction with work-

book and seatwork materials, group reading in the reading book proper under teacher guidance, audience reading, and free, independent voluntary reading for fun. Necessarily a varied and abundant supply of reading materials for the different types of activities and materials upon different levels of difficulty will be needed by each teacher, as a rule.

This section deals with problems related to the reading books for group instruction, usually designated as basal and supplementary readers.

Why a pre-primer? Since the term *primer* means a small beginning book, the question arises as to *why* a pre-primer. In Chapter V, pages 181-182, we have seen how the easy primers with abundant though mechanical repetition were superseded by the folk-tale primers. The beginning units of these are necessarily much more difficult. This fact led to memorization of the early units, and memory reading of the early units became common. The child who did not readily learn word forms became a phenomenal guesser and was finally discovered to be a non-reader. Such results led to a demand for easier introductory material. Newer movements in education brought a demand for beginning reading material based upon children's everyday experiences. The early efforts in this direction produced material with good sequence and interest, but the reading material is too difficult. The demand for easier material led to the production of introductory booklets with a large proportion of picture space.

Within recent years there has come upon the market a large crop of so-called "pre-primers." Naturally the

question arises as to what is the true function of such a booklet and what standards should be set up to follow in selecting a basic pre-primer and primer.

Functions of pre-primers. One current theory and plan of teaching beginning reading is that there shall be much chart and blackboard reading in relation to experiences and activities in the earliest stage leading to the reading of a number of pre-primers before primer reading is undertaken. Studies of vocabularies of pre-primers, however, have revealed that such a plan does not introduce new words gradually enough except for those who easily learn and remember words. The study of ten pre-primers by Aline E. Gross, published in the *Elementary School Journal*, September, 1934, reveals the great diversity of vocabulary among the pre-primers, a total of 393 different words with many occurring in not more than one book.

In a well constructed series of readers, the child will find it much easier to go from the pre-primer to the primer of the series than to go from one pre-primer to another.

The function of the basic pre-primer, then, is to provide a short, easy beginning unit of reading material preparatory to the basic primer. It provides a beginning booklet that is easier for the children to handle than the usual primer. Having only a fraction of the number of pages of a standard primer, it can be completed in a comparatively short time, and children do get decided satisfaction in having completed a book.

In addition to the function of the pre-primer as easy steps to the primer of the same series, booklets of this

type serve a valuable purpose for individual recreative reading by children as they acquire sufficient reading power to use them for free reading.

Standards for basal beginning books. The basal pre-primer, primer, and first reader should meet certain standards with respect to type of content, composition, interest, vocabulary, simplicity, and physical make-up.

Type of content. The theory concerning beginning material that is most commonly accepted and followed today is that it should be based upon the common experiences and activities of young children. The theory that beginning reading material should be drawn from classical literature, nursery rimes, and folk tales, dominant for more than a decade, has been thrown overboard entirely. While many current primers continue to include a small proportion of fanciful units, true-to-fact material greatly predominates.

Some of the recent efforts in the construction of pre-primers and primers is an attempt to base them upon the content of the school activity program. This plan has several handicaps. A relatively large and difficult vocabulary and difficult reading units are likely to be the result.¹

In case the vocabulary is closely restricted to obtain a maximum of repetition of words in composing material related to unit activities, there is danger of producing reading material that is artificial and really not true, although produced as true material.² Finally, it

¹ As for example: pre-primer and primer of the "Do and Learn Series"; pre-primer of the "Unit-Activity Series"; primer of "Child Development Readers."

² As for example: "The Train," pages 20-27 of *At Home and Away*, the primer of the "Unit-Activity Reading Series" (1935).

may be said that any attempt to restrict the early reading material to a certain phase of the child's experience is a limitation upon obtaining the simplest and most interesting reading units.

Composition. In an attempt to produce simple beginning reading material and keep the vocabulary to a low level, there is always danger of violating the simplest rules of good composition. Good sequence from sentence to sentence and plot, a very important interest factor, are always in danger of being sacrificed. Samples of serious lack of good sequence are given upon pages 178-181. In considering this point, a distinction should be made, of course, between exercises, or work-type material, not necessitating sequence of thought, and material intended for sequential reading.

Interest. It is highly important that basic reading material be interesting to the children. Fortunately, we have had some excellent scientific studies which help us to judge the interest appeal of primary reading material.

Dr. Fannie Dunn¹ and Dr. Arthur Gates² have produced studies showing that the following are the factors in primary reading which contribute the most to interest.

1. *Surprise*—unexpectedness; unforeseen events, happenings, conclusions, and outcomes.

2. *Liveliness*—action; movement; having "something doing."

¹ *Interest Factors in Primary Reading* (New York: Bureau of Publications, Teachers College, Columbia University, 1924).

² *Interest and Ability in Reading* (New York: The Macmillan Company, 1931).

3. *Animalness*—presentations of things animals do, of facts about them and their characteristics and experiences.

4. *Conversation*—talk.

5. *Humor*—from the child's point of view.

6. *Plot*.

Type and illustrations. The physical make-up of the reading material is an important factor. There is general agreement that the type in first-grade reading books should be a very legible 18-point type with liberal spacing between the lines and with lines not more than four inches in length.

There is no agreement concerning indentions on the left-hand margin previous to the introduction of the regular paragraph indentions with even margins on the right. The present tendency in pre-primers and primers is to use a four-inch line and have as few sentences as possible of more than one line. The hanging indention, which has the second line of a sentence set in to the right, allows the full four inches for the first line and makes it possible to get a larger percentage of the sentences on one line than is the case if the first line is indented, or begun a few spaces to the right. Something like half of the primers have the hanging indention. The other plan most commonly used is to treat each sentence as a paragraph on a page where one or more sentences are more than one line in length. Both plans have certain advantages and certain disadvantages. Apparently children adjust themselves to either plan and can easily shift from a book using one plan to a book using the other plan. In pre-primers and primers, in case

a sentence is more than one line in length, it is commonly agreed that a phrase or group of words closely related in thought should not be broken at the end of the line.

In first readers the matter of indention, paragraphing, and even or uneven right-hand margins presents a different problem. Practice in these matters in first readers varies widely. The writer agrees with Dr. G. T. Buswell that the need for early development of rhythmic eye movements requires that the regular paragraph arrangement with an even right-hand margin be introduced in the first reader.¹

Rapid strides have been taken in making beginning reading books attractive. An attractive cover with respect to color, design, illustrations, and title is important.

During recent decades there has been an increasing tendency to give a larger proportion of space to illustrations in primary readers. An important scientific study² throws light upon important factors in connection with illustrations in books for primary children. A liberal amount of space given to illustrations adds interest. Large illustrations are more interesting than small ones. Blue, red, and yellow are favorite colors. Dr. Bamburger says, "Pictures containing bold central groups, few but striking and well-selected details, that contain action and humor or other emotional qualities, and that tell a story are favored."³

¹ G. T. Buswell and W. H. Wheeler, *Silent Reading Hour*, First Reader (Chicago: Wheeler Publishing Company, 1926), p. vi.

² Florence E. Bamburger, *The Effect of the Physical Make-Up of a Book upon Children's Selection* (Baltimore: The Johns Hopkins Press, 1922).

³ *Ibid.*, pp. 84-85.

Simplicity. Ever since the well deserved demise of the traditional primers stressing word repetition at the sacrifice of senseful, sequential material, there has been a great need for easy beginning reading. Fortunately there is now an increasing supply of such material that is satisfactory from the standpoint of content, composition, and interest.

Certain standards of simplicity are coming to be accepted. Simplicity depends upon a number of factors. The aid that the illustrations give is one. The length and complexity of the sentences is another. A large predominance of one-line sentences in pre-primers and primers is a distinct contribution to ease of reading. Interest appeal is, of course, also a factor. The learning difficulty of the words is another factor, which will be treated under vocabulary. The amount of repetition of the words used, or the vocabulary burden in terms of ratio of total words to different words, is probably the best basis for comparing the relative difficulty of different beginning books in reading. This factor will be treated fully in a subsequent section.

Vocabulary. The words in pre-primers and primers should be selected, with very few exceptions, from those most commonly spoken by children up to and including the age of six years. Horn¹ has compiled a list of 1,080 such words. In the selection of the vocabulary the interest appeal of the words is important. We know that color words, action words, animal words, and others that are concrete make a special interest appeal.

¹ National Committee on Reading, *The Twenty-fourth Yearbook of the National Society for the Study of Education*, Part I (Bloomington, Ill.: Public School Publishing Company, 1925), pp. 186-193.

It is also important to select words, with few exceptions, which will be useful in other immediate and future reading. Ease of learning should be taken into consideration. Other things being equal, the shorter the word the more easily it will be learned. A recent investigation supports this statement. Rickard tested 207 children (forty-four in high first grade, eighty-four in second grade, and seventy-nine in third grade) with 119 words which were common to two well-known primary reading vocabularies, and ranked these words as to difficulty. The following is his conclusion in this connection:

Factors determining ease of recognition are:

1. Frequency of oral use—the greater the oral familiarity, the better the chances of visual recognition.

2. Length of words—words containing few letters more easily recognized than longer ones.

3. Configuration of words as determined by the relation of ascending, descending, and neutral letters within the word.¹

In the beginning stage of learning to read, an unusually long word may be more easily recognized than shorter words because its peculiar length serves as a distinguishing characteristic.

There should be a maximum carry-over of words from the pre-primer to the primer and from the primer to the first reader.

Supplementary readers and sequence as to difficulty.
It is hardly possible to produce a basal series of primary

¹ Garrett E. Rickard, "The Recognition Vocabulary of Primary Pupils," *Journal of Educational Research*, December, 1935, pp. 281-291.

readers, even with accompanying workbooks, that do not need to be supplemented by the use of other reading material in the group instruction. The standards previously set forth may be applied equally to supplementary readers. The important thing is to use a particular supplementary reader at the proper point, so that it will be of the proper level of difficulty for the group of children. A course of study such as that outlined in Chapter II, with attainments and books arranged by levels, is a distinct aid to the teacher in this connection.

E. STATISTICAL ANALYSIS OF SOME BEGINNING BOOKS

Analysis of some pre-primers. Assuming satisfactory content, vocabulary, interest, composition, typography, and illustrations, the best beginning book is the simplest one as determined by such data as are included in Table IV, which presents data making it possible to rank twelve recently published pre-primers according to simplicity.

The average number of new words per page (column 5) is not an accurate measure of simplicity because the proportion of illustration space to reading matter varies among different pre-primers, but this item has been included as having some value. The average number of words per page (column 3) is a measure of the proportion of reading matter to illustrations. The fewer words the more the illustration space.

With the line kept within a reasonable length of four inches, the percentage of one-line sentences is an im-

portant item to consider (column 6). The authors of the pre-primer of the "Unit-Activity Series" have disregarded this element of simplicity. The necessity of shifting the eyes from the end of one line to the beginning of the next in the midst of reading a sentence is a source of difficulty in the earliest book reading.

A measure of the rate of introducing new words and the frequency of repetition of words is an important item in estimating the relative difficulty of pre-primers. The number of new words introduced in the beginning part is important and is best measured by the number of different words in the first hundred words (column 7). Since the pre-primers vary in the total number of running words, it has been deemed advisable to take 500 running words, which is the major portion of each book, as a basis of comparison with respect to the average repetition of words (columns 8 and 9).

The reader will readily observe that there is a wide range of difficulty from the easiest pre-primer, with an average repetition of 14.3 for the first 500 running words, to the most difficult one, with an average repetition of only 5.0 for the same quantity of material. No. 1, the *Webster Pre-Primer*, has a relatively large proportion of picture space and ranks first in all other measurable elements of simplicity. No. 11 is mainly a picture book.

In Table IV the pre-primers are listed according to rank on column 9. Pre-Primer No. 8 on account of its low rank in columns 6 and 9 and because of apparent difficulty of the words, not shown in the table, possibly ranks well toward the bottom in simplicity. In other

words, it is one of the most difficult of recently published pre-primers.

The distribution of repetition of words in a beginning book is also important. In the list on pages 309-310, the larger numbers indicate the pages upon which the word appears and the smaller numbers indicate the number of times the word appears upon the page. No word appears less than a total of four times on three pages, except the derived form *Tom's*. With the exception of four words, no words appear less than five times on three pages.

TABLE IV. STATISTICAL COMPARISON OF PRE-PRIMERS AS TO SIMPLICITY

Book Number	1	2	3	4	5	6	7	8	9
	No. Pages*	Total Words	Average Words Per Page	No. Different Words†	Average New Words Per Page	Per Cent One-Line Sentences	No. Different Words		Average Repetition 1st 500 Words
							1st 100	1st 500	
1	39	574	14.7	36	.9	100	14	35	14.3
2	52	1,207	23.2	66	1.3	93	15	36	13.9
3	38	996	26.2	61	1.6	100	18	46	10.9
4	39	870	22.3	68	1.7	100	15	52	9.6
5	32	625	19.5	60	1.9	100	19	53	9.4
6	39	886	22.7	67	1.7	100	20	55	9.1
7	39	625	16.0	64	1.6	100	24	62	8.1
8	33	612	18.5	71	2.2	45	27	63	7.9
9	65	1,036	15.9	95	1.5	100	23	66	7.6
10	46	550	12.0	71	1.5	100	22	68	7.4
11	32	188	5.9	48	1.5	100	32	—	—
12	35	695	19.9	106	3.0	84	35	100	5.0

* Number of pages with reading material.

† Words like *boy*, *boys* and *play*, *plays* are not counted as separate words. Otherwise each form is counted as a separate word.

LIST OF PRE-PRIMERS NUMBERED AS IN TABLE

1. Clarence R. Stone and Dodie Hooe, *Tom and Jip*, "Webster Readers" (St. Louis: Webster Publishing Company, 1935).
2. Clare Belle Baker, Mary Maud Reed, and Edna Dean Baker, *Playmates*, "Curriculum Readers" (Indianapolis: The Bobbs-Merrill Company, 1934).
3. Katharine E. Dopp, May Pitts, and S. C. Garrison, *Little Friends*, "Happy Road to Reading" (Chicago: Rand, McNally and Company, 1934).
4. Elson and Gray, *Elson Basic Pre-Primer* (Chicago: Scott, Foresman and Company, 1930).
5. Cora M. Martin, *Bob and Baby Pony*, "Real Life Readers" (New York: Charles Scribner's Sons, 1931).
6. Suzzallo-Freeland-McLaughlin-Skinner, *First Steps*, "Fact and Story Readers" (New York: American Book Company, 1933).
7. Author unknown, *Spot*, "Happy Hour Readers" (Richmond: Johnson Publishing Company, 1935).
8. Nila B. Smith, *Tom's Trip*, "Unit-Activity Reading Series" (New York: Silver, Burdett and Company, 1935).
9. William Dodge Lewis, Ethel Maltby Gehres, *Tots and Toys*, "The New Silent Readers" (Philadelphia: The John C. Winston Company, 1931).
10. Ethel Maltby Gehres, *Wag—A Friendly Dog*, "Everyday Life Readers" (Philadelphia: The John C. Winston Company, 1934).
11. Julia Letheld Hahn, *Everyday Doings*, "Child Development Readers" (Boston: Houghton Mifflin Company, 1935).
12. Margaret L. White, Alice Hanthorn, *A Brief First Primer*, "Do and Learn Readers" (New York: American Book Company, 1932).

DISTRIBUTION OF WORD REPETITION IN
WEBSTER PRE-PRIMER: TOM AND JIP

PAGES		PAGES	
a	32 ² -35-36 ² -37 ²	coming	8-9-11-12-16 ² -17 ⁴ -28-
and	36 ³ -38 ² -39		30-31-34 ⁴ -35-38 ²
are	28-32-33 ² -34-38 ²	down	30 ² -31 ² -33 ⁷ -35
baby	7 ⁴ -8 ² -15 ² -16 ² -17 ³ -21-	fast	26 ⁴ -27 ³ -29 ³ -40
	23 ² -24-26-29 ² -31 ¹ -36-	father	6 ⁶ -7 ³ -12-13-14-15 ² -
	37 ² -38-39 ²		16 ² -17 ⁴ -19-25-26-27-
bow-wow	10 ² -11-14-24		32 ² -33-34-35 ³ -38-39 ² -
come	8 ² -9 ² -11-15 ⁴ -22 ² -23 ² -		40 ³
	26 ² -28 ² -32-39 ²	find	6 ⁵ -7 ⁶ -17 ⁴ -35-36

	PAGES		PAGES
for	32 ² -35-37	says	10-11 ² -13-14 ² -15-22-
go	19 ² -21-22 ³ -23 ² -24-		23 ² -24 ² -26 ³ -28 ² -29 ² -
	26 ³ -27 ³ -28-29 ⁸ -40		32-33-34-39-40
going	27 ⁶ -29-30-31 ³ -32 ⁴ -	see	21 ³ -22 ² -24 ³ -25-28-
	33 ⁵ -35 ³ -37 ⁴ -38-39-40		29 ² -39-40 ²
here	10 ² -11-13-16 ² -17-18 ³ -	the	21-22-23-24-25-27-
	28 ³ -38 ²		28 ² -29 ³ -30 ³ -35-38 ³ -
hill	30 ³ -35-37		39 ² -40 ⁴
is	8-9-10 ² -11-12-13-16 ⁴ -	to	15-17-35 ²
	17 ³ -18 ³ -27 ³ -28-29-	Tom	2-3-4-5-6 ⁴ -7 ² -10 ² -11-
	31 ⁴ -32 ³ -33 ³ -34 ³ -38 ³ -		13-14 ² -18 ² -21-22 ² -
	39-40 ²		24 ² -25 ² -26 ² -27-28 ¹ -
Jip	2-3-4-5-9 ² -11 ³ -13-14-		29-30-32 ³ -33-34-35 ² -
	22 ² -23 ³ -24-25 ² -26-31-		36-37 ² -38
	32 ² -36-37 ² -38	Tom's	18 ² -28
jump	5 ⁴ -14 ³ -25	train	18 ² -20-21-27-28 ³ -29 ⁴ -
mother	7 ⁵ -13-28-31-36-38-		36-38 ³ -39 ² -40 ⁴
	39 ² -40	up	30 ² -31 ² -33 ⁷
on	38-39 ² -40 ²	wagon	18 ² -19-20-22 ² -23-24-
pull	19 ² -20-21-23-24-25		25
ride	20-21-22-23-24-25 ³ -	we	28-32-33 ² -34
	32 ² -35-39	will	23 ² -25 ⁴ -28-39-40
run	2-3 ⁴ -4 ⁴ -13 ⁴ -22 ² -24 ² -26	with	25-32 ² -35

Simplicity data for twelve representative primers.

Table V presents data from an earlier study of twelve representative primers published from 1927 to 1932. In the table the primers are assigned numbers as follows:

1. Webster Primer: *Tom, Jip, and Jane* (St. Louis: Webster Publishing Company, 1932).
2. Elson Basic Primer (Chicago: Scott, Foresman and Company, 1930).
3. Newson Primer: *Playtime* (New York: Newson & Company, 1927).
4. Bolenius Primer: *Tom and Betty* (Boston: Houghton Mifflin Company, 1930).
5. *Fact and Story Primer* (New York: American Book Company, 1930).
6. *Pathway to Reading Primer* (New York: Silver, Burdett and Company, 1925).

7. Real Life Primer: *At the Farm* (New York: Charles Scribner's Sons, 1930).

8. New Silent Readers Primer: *Pets and Playmates* (Philadelphia: The John C. Winston Co., 1931).

9. Work-Play Primer: *Peter and Peggy* (New York: The Macmillan Company, 1930).

10. *Child-Story Primer* (Chicago: Lyons and Carnahan, 1927).

11. Story and Study Primer: *Play Fellows* (Richmond: John-son Publishing Company, 1928).

12. Child's Own Way Primer: *Wag and Puff* (Chicago: Wheeler Publishing Company, 1929).

TABLE V. COMPARISON OF PRIMERS AS TO SIMPLICITY

1	2a	2b	3	4	5	6	7
Book Number	Different Words in Total Words*		Total Words in Book	Number of Different Words in Book	Ratio of 3 to 4 or Average Repetition of Words	Average New Words per Page	Per Cent of Sentences Incomplete in One Line
	1st 100	1st 1,000					
1	15	82	4,616	187	25	1.6	8
2	24	102	5,373	216	25	1.6	8
3	28	85	5,513	234	24	2.0	15
4	17	85	5,633	287	20	2.7	22
5	27	104	5,329	255	21	1.9	23
6	29	92	5,507	267	21	2.3	41
7	29	122	4,115	209	20	1.8	16
8	26	120	4,788	255	18	1.8	41
9	29	108	4,120	250	17	2.1	45
10	30	107	3,928	279	14	2.3	28
11	36	135	5,035	333	15	2.9	13
12	35	169	5,250	386	14	2.8	40

* The base form and derivatives formed by adding *s*, *'s*, *ing*, and *ed*, are counted together as the same word form.

The items in this table are similar to those in the table for pre-primers. The number of different words in the first 100 and in the first 1,000 words in the book give a more accurate estimate of vocabulary burden than the ratio in column 5, because the total in the different

books varies considerably. A book of 3,900 words can have a smaller ratio in column 5 than a book of 5,600 words and still not be any more difficult with respect to vocabulary burden.

Primer 12 is very difficult. Its thirty-five words within the first 100 words is very high; its 169 words in the first 1,000 words is the highest; considering its total number of words and average repetition, it is one of the most difficult of the primers studied; the average number of new words to the page is high; and it is one of the most difficult primers from the standpoint of sentences incomplete in one line. It contains excellent reading material but is much more suitable for use as a first reader than as a primer.

On the other hand, No. 1 is the easiest of these twelve primers. It has the smallest number of different words in the first 100, and the smallest number in the first 1,000. It is tied for first place on the basis of average repetition, although the total words is considerably less than any of its near rivals. It is tied for first place on the basis of average new words per page, and on the basis of sentences complete in one line.

Studying the pre-primer and primer in sequence. A vocabulary study of the twelve recently published pre-primers listed on page 309 reveals the fact that any two pre-primers vary widely in vocabulary. The twelve pre-primers contain 327 different words, including 33 proper names. In a well constructed series the children will find less difficulty in going from the pre-primer to the primer than they will find in going from one pre-primer to another. Consequently in comparing begin-

ning basal books it is advisable to study the pre-primer and primer in sequence.

Table VI gives the results of a comparative study of twelve series published from 1930 to 1936.

A comparison of vocabulary burden in terms of ratio of new words to total words evidently is most nearly valid if the number of total, or running, words is the same for the books studied. Since pre-primers and also primers vary widely in the total number of words, comparisons have been made on the basis of the first 500, first 2,000, and first 5,000, taking the pre-primer and primer in each case consecutively as one unit.

In any count of different words the problem of how to treat variant forms of the same word is perplexing. In the very beginning stages of reading *Here* and *here* amount to more than one word form; but no one has so counted them. The forms *run* and *runs* at the beginning also amount to more than one form, but in published studies they have been counted as one form. During the last half of the primer stage, if the child has been trained to see the base form in the derived form, *stopping* and *stopped* do not involve recognition difficulty if the word *stop* has been learned. But most comparative studies of primers have counted these three forms as different words. The plan most commonly followed in other studies has been followed in counting different words for the first 2,000 words, but beyond the first 2,000 words, the base form and the simple derived forms are not counted as different words.

The shifting of the eyes from the end of one line to the beginning of the next involves a special difficulty,

TABLE VI. COMPARATIVE DATA ON SIMPLICITY OF PRE-PRIMERS AND PRIMERS

Series of Readers Pre-Primer and Primer	1	2	3	4	5	6	7	8
	No. Different Words* in First			Average Repetition in First			Average New Words Per Page 5,000 Words	Per Cent One-Line Sentences, 1st 2,000 Words
	500 Words	2,000 Words	5,000 Words	500 Words	2,000 Words	5,000 Words		
1. Webster	35	111	199	14.3	18.0	25.1	1.3	99
2. Curriculum	36	89	163	13.9	22.5	30.7	.9	88
3. Real Life	41	160	235†	12.2	12.5	19.8†	1.6	92
4. Happy Road	46	110	188	10.9	18.2	26.6	1.3	88
5. Elson Basic	52	125	202	9.6	16.0	24.8	1.4	100
6. Fact and Story	55	125	237	9.1	16.0	21.1	1.6	92
7. Happy Hour	62	129	190	8.1	15.5	26.3	1.3	100
8. Unit-Activity	63	152	251	7.9	13.2	19.9	1.6	49
9. New Silent	66	163	258	7.6	12.3	19.4	1.4	85
10. Everyday Life	68	156	228‡	7.4	12.8	19.5‡	1.2	100
11. Child Development	73	153	236§	6.9	13.1	21.1§	1.3	75
12. Do and Learn	100	219	306||	5.0	9.1	15.7||	1.9	79

* For the first 2,000 words each word form was counted separately, except that words like *girl* and *girls* or *run* and *runs* are not counted as different words. Beyond the first 2,000 words, the base form and simple derived forms, such as *girl*, *girls*, *girl's*, *girls'*, and *go*, *goes*, and *stop*, *stopped*, *stopping*, were in each case not counted as different words.

† Total words only 4,650.

‡ Total words only 4,435.

§ Total words only 4,973.

|| Total words only 4,804.

LIST OF SERIES OF READERS: PRE-PRIMERS AND PRIMERS

1. Clarence R. Stone and Dodie Hooe, *Tom and Jip* (1935); Clarence R. Stone and Anne Lotter Stone, *Tom, Jip, and Jane* (1932). "The Webster Readers" (St. Louis: Webster Publishing Company).

2. Clara Belle Baker, Mary Maud Reed, and Edna Dean Baker, *Playmates; Friends for Every Day*. "The Curriculum Readers" (Indianapolis: The Bobbs-Merrill Company, 1934).

3. Cora M. Martin, *Bob and Baby Pony* (1934); *At the Farm* (1930). "Real Life Readers" (New York: Charles Scribner's Sons).

4. Katharine E. Dopp, May Pitts, and S. C. Garrison, *Little Friends* (1934); *Little Friends at School* (1935). "Happy Road to Reading" (Chicago: Rand, McNally & Company).

5. Elson and Gray, *Elson Basic Pre-Primer*; William H. Elson,

Lura E. Runkel, and William S. Gray, *Elson Basic Primer*. "Elson Basic Readers" (Chicago: Scott, Foresman and Company, 1930).

6. Suzzallo-Freeland-McLaughlin-Skinner, *First Steps* (1933); *Primer* (1930). "Fact and Story Readers" (New York: American Book Company).

7. Mildred English and Thomas Alexander, *Spot; Jo-Boy*. "Happy Hour Readers" (Richmond: Johnson Publishing Company, 1935).

8. Nila B. Smith, *Tom's Trip; At Home and Away*. "The Unit-Activity Reading Series" (New York: Silver, Burdett and Company, 1935).

9. William Dodge Lewis and Ethel Maltby Gehres, *Tots and Toys; Pets and Playmates*. "The New Silent Readers" (Philadelphia: The John C. Winston Company, 1931).

10. Ethel Maltby Gehres, *Wag—A Friendly Dog* (1934); *Everyday Life* (1935). "Everyday Life Readers" (Philadelphia: The John C. Winston Company).

11. Julia Letheld Hahn, *Everyday Doings; Everyday Fun*. "Child Development Readers" (Boston: Houghton Mifflin Company, 1935).

12. Margaret L. White and Alice Hanthorn, *A Brief First Primer* (1932); *Boys and Girls at Work and Play* (1930). "Do and Learn Readers" (New York: American Book Company).

especially for the young child with immature muscle control. Therefore it is highly desirable to have the sentence complete within one line with a maximum length of four inches.

The books are listed in the table in the order of the number of different words in the first 500, shown in column 1. This item and the per cent of sentences complete in one line (column 8) constitute the best index to the simplicity of the beginning reading material. By consulting the table, it will be seen at once that series 1, 3, and 5 contain very much easier beginning reading than series 11 and 12. The vocabulary load for the same amount of reading is nearly twice as heavy for the latter

as for the former. The same facts are shown in terms of average repetition of words in column 4.

If these conclusions are valid, then it is evident that the average new words per page is not an accurate index to vocabulary load. For example, series 10 has a relatively small number of new words per page, but the average repetition, as shown in columns 4, 5, and 6, indicates that this is one of the more difficult series. The low average of new words per page is the result of a relatively large proportion of illustration space and a comparatively small amount of reading material per page.

The average repetition increases, as a rule, as the amount of material increases, as shown in columns 4, 5, and 6. The lack of the usual material increase in average repetition in case of series 3 indicates that the vocabulary has not been adequately controlled for the first 2,000 words but has been well controlled for the first 500 words.

Taking all facts into consideration, probably series 9 and 12 would be found the most difficult for basic beginning reading material.

In series 8 there is a heavy vocabulary load in the pre-primer and the principle of one-line sentences has been disregarded.

For the first 5,000 words, series 9 has the heaviest vocabulary burden.

An essential to a satisfactory basal series is simplicity in the pre-primer and early primer stages. More difficult books may be used to distinct advantage as co-basic or supplementary books and are most advantageously

used in the order of increasing difficulty as indicated by columns 5 and 6.

Schools using No. 1 as basal, covering the pre-primer and first half of the primer and then shifting to another easy series, would find 5, 11, and 3 excellent for supplementary use. Other primers selected on the basis of attractive content would be an addition to the reading course. No folk-tale primers are represented in the list. Any of the better ones available, such as *Everyday Classics*, *Winston*, *Reading-Literature*, or *Bobbs-Merrill*, would be very desirable for supplementary reading.

It is now generally agreed that the child's first pre-primer and primer should be based upon the most common experiences of strong interest appeal. Additional ones may well be chosen to obtain (1) reading material directly related to school experiences and activities, (2) folk literature, and (3) modern fanciful material with unusual literary merit, such as *Having Fun* by Isa L. Wright, published by Houghton Mifflin Company.

It should be noted that the series based more largely upon school experiences and activities rank among the more difficult ones so far as the reading material in the pre-primer and early part of the primer is concerned, as shown in columns 4 and 5. It is sometimes contended that increased interest makes up for the difference in the statistical measures of simplicity. The writer does not believe that such reading material is more interesting, if as interesting, as well illustrated and well written experiences with the family, with pets, and with play-things—units with good plot, surprise, action, familiar

experience, conversation, and natural repetition. The first reader stage is a much more opportune time to introduce reading material for extending the child's first-hand experiences than is the primer stage.

As a general rule it is best to proceed from the basal pre-primer into the basal primer. When the reading material in the basal primer begins to become too difficult for straight-ahead joyful reading following the usual preparation, it is wise to shift to a co-basic or supplementary series beginning with the pre-primer or primer, if the beginning is sufficiently easy. The plan of reading several series to about the middle of the primer and then returning to the basal primer is a good one.

A California study of vocabulary burden of ten primers. Hockett and Neeley have published a valuable

TABLE VII. VOCABULARY BURDEN OF EACH OF THE PRIMERS

Name of Primer	Total Number of Words	Number of Different Words	Average Repetition	Number of Words Used					Per Cent of Words Used Five Times or Less	Per Cent of Words Used Ten Times or More
				Once	2-5 Times	6-9 Times	10-19 Times	20 Times and Up		
Terry and Billy	3,646	296	12.3	46	89	57	51	53	46	35
Elson Basic	5,322	220	24.2	0	28	45	62	85	13	67
Peter and Peggy	4,151	276	15.0	0	121	47	59	49	44	39
Wag and Puff	5,199	413	12.6	63	177	62	49	62	58	27
Friends	5,134	364	14.1	22	142	63	71	66	45	38
Laidlaw	6,051	275	22.0	36	65	36	53	85	37	50
Fact and Story	5,162	275	18.7	19	64	47	69	76	30	53
At the Farm	4,032	242	16.7	6	47	67	67	55	22	50
New Winston	5,474	284	19.3	11	47	64	89	73	20	57
Tom, Jip, and Jane	4,423	219	20.2	14	31	44	65	65	21	59

NOTE—All forms of a root word made by adding a suffix such as *ed*, *ing*, *ly*, and the like, were counted as separate words, except in the case of the single *s*. Thus *sing* and *sings* were counted as the same word, but *singing*, *sang*, *sung*, *singer*, were counted as different words. The possessive form made by adding apostrophe *s* ('*s* or '*s*') was counted as a different word. Hyphenated words such as *jack-in-the-box* were treated as one word.

LIST OF PRIMERS ANALYZED

Terry and Billy, "Child-Story Readers" (Chicago: Lyons and Carnahan, 1927).

Primer, "Elson Basic Readers" (Chicago: Scott, Foresman and Company, 1930).

Tom, Jip, and Jane, "Webster Readers" (St. Louis: Webster Publishing Company, 1932).

At the Farm, "Real Life Readers" (New York: Charles Scribner's Sons, 1930).

Peter and Peggy, "The Work-Play Books" (New York: The Macmillan Company, 1930).

Primer, "Laidlaw Readers" (Chicago: Laidlaw Brothers, 1928).

Primer, "Fact and Story Readers" (New York: American Book Company, 1930).

Primer, "New Winston Readers" (Philadelphia: The John C. Winston Company, 1928).

Friends, "The Children's Own Readers" (Boston: Ginn and Company, 1929).

Wag and Puff, "The Child's Own Way Series" (Chicago: Wheeler Publishing Company, 1926).

article¹ in connection with the problem of selecting primers on the basis of overlapping of vocabulary. The ten primers selected for study were those most widely used in a sampling of thirty-two California cities. Tables VII and VIII and the interpretations which follow are taken from this article.

In column 1 (Table VII) is presented the total number of words in each book. Column 2 presents the

¹ John A. Hockett and Delta P. Neeley, "Selecting the Next Primer," *California Journal of Elementary Education*, May, 1935, pp. 199-206.

TABLE VIII. PRIMERS THAT BEST FOLLOW EACH PRIMER AS A BASIC TEXT

Name of Primer	Number of Different Words in Primer	Number of Words in Common with Basic Text	Number of New Words Added	Number of Basic Words Dropped
Terry and Billy (Basic) . .	296	296	0	0
Elson Basic.....	220	136	84	160
Tom, Jip, and Jane....	219	134	85	162
At the Farm.....	242	124	118	172
Peter and Peggy.....	276	153	123	143
Laidlaw.....	275	149	126	147
Fact and Story.....	275	136	139	160
New Winston.....	284	141	143	155
Friends.....	364	149	215	147
Wag and Puff.....	413	181	232	115
Elson Basic (Basic).....	220	220	0	0
Tom, Jip, and Jane....	219	130	89	90
At the Farm.....	242	121	121	99
Laidlaw.....	275	143	132	77
Peter and Peggy.....	276	138	138	82
New Winston.....	284	144	140	76
Fact and Story.....	275	128	147	92
Terry and Billy.....	296	136	160	84
Friends.....	364	156	208	64
Wag and Puff.....	413	163	250	57
Peter and Peggy (Basic) .	276	276	0	0
Tom, Jip, and Jane....	219	143	76	133
Elson Basic.....	220	138	82	138
Laidlaw.....	275	166	109	110
At the Farm.....	242	132	110	144
New Winston.....	284	169	115	107
Fact and Story.....	275	143	132	133
Terry and Billy.....	296	153	143	123
Friends.....	364	155	209	121
Wag and Puff.....	413	179	234	97
Wag and Puff (Basic)...	413	413	0	0
Elson Basic.....	220	163	57	250
Tom, Jip, and Jane....	219	159	60	254
At the Farm.....	242	157	85	256
New Winston.....	284	193	91	220

Name of Primer	Number of Different Words in Primer	Number of Words in Common with Basic Text	Number of New Words Added	Number of Basic Words Dropped
Laidlaw.....	275	180	95	233
Peter and Peggy.....	276	179	97	234
Fact and Story.....	275	165	110	248
Terry and Billy.....	296	181	115	232
Friends.....	364	193	171	220
Friends (Basic).....	364	364	0	0
Elson Basic.....	220	156	64	208
Tom, Jip, and Jane....	219	142	77	222
At the Farm.....	242	135	107	229
Laidlaw.....	275	158	117	206
Peter and Peggy.....	276	155	121	209
New Winston.....	284	157	127	207
Fact and Story.....	275	145	130	219
Terry and Billy.....	296	149	147	215
Wag and Puff.....	413	193	220	171
Laidlaw (Basic).....	275	275	0	0
Elson Basic.....	220	143	77	132
Tom, Jip, and Jane....	219	132	87	143
Peter and Peggy.....	276	166	110	109
New Winston.....	284	173	111	102
At the Farm.....	242	131	111	144
Fact and Story.....	275	130	145	145
Terry and Billy.....	296	149	147	126
Friends.....	364	158	206	117
Wag and Puff.....	413	180	233	95
Fact and Story (Basic) ..	275	275	0	0
Tom, Jip, and Jane....	219	133	86	142
Elson Basic.....	220	128	92	147
Peter and Peggy.....	276	143	133	132
At the Farm.....	242	106	136	169
New Winston.....	284	140	144	135
Laidlaw.....	275	130	145	145
Terry and Billy.....	296	136	160	139
Friends.....	364	145	219	130
Wag and Puff.....	413	165	248	110
At the Farm (Basic)....	242	242	0	0
Tom, Jip, and Jane....	219	122	97	120

Name of Primer	Number of Different Words in Primer	Number of Words in Common with Basic Text	Number of New Words Added	Number of Basic Words Dropped
Elson Basic.....	220	121	99	121
Peter and Peggy.....	276	132	144	110
Laidlaw.....	275	131	144	111
New Winston.....	284	134	150	108
Fact and Story.....	275	106	169	136
Terry and Billy.....	296	124	172	118
Friends.....	364	135	229	107
Wag and Puff.....	413	157	256	85
New Winston (Basic)...	284	284	0	0
Tom, Jip, and Jane....	219	136	71	148
Elson Basic.....	220	144	76	140
Laidlaw.....	275	173	102	111
Peter and Peggy.....	276	169	107	115
At the Farm.....	242	134	108	150
Fact and Story.....	275	140	135	144
Terry and Billy.....	296	141	155	143
Friends.....	364	157	207	127
Wag and Puff.....	413	193	220	91
Tom, Jip, and Jane (Basic)	219	219	0	0
Elson Basic.....	220	130	90	89
At the Farm.....	242	122	120	97
Peter and Peggy.....	276	143	133	76
Fact and Story.....	275	133	142	86
Laidlaw.....	275	132	143	87
New Winston.....	284	136	148	71
Terry and Billy.....	296	134	162	85
Friends.....	364	142	222	77
Wag and Puff.....	413	159	254	60

number of different words. This is followed in column 3 by the average repetition or the number of running words to each new word. The next five columns reveal for each book the number of words which are used only once, the number used two to five times, etc. The last two columns show, respectively, the percentage of words in each book used five times or less and the

percentage used ten times or more. It will be seen that some of the books not only contain a high average repetition but have few words that occur five times or less and a large proportion of words which appear more than ten times. In other books the average repetition is much less, and a considerable proportion of words are repeated but few times.

This analysis shows that the range in total number of words of the primers is from *Laidlaw* with slightly over six thousand to *Terry and Billy* with 3,600. *Wag and Puff* contains the greatest number of different words, 413, while *Tom, Jip, and Jane* and *Elson Basic* contain slightly more than half this number, or 219 and 220 respectively. The average repetition ranges from 12.3 in *Child Story* to 24.2 in *Elson Basic*. Sixty-seven per cent of the words in *Elson Basic* are used ten times or more while only twenty-seven per cent of those in *Wag and Puff* have this amount of repetition. Such contrasts would seem to indicate considerable differences in difficulty.

Elson Basic and *Tom, Jip, and Jane* tie for the honor of being the second book to be used following any one of the others if the number of additional words to be learned is to be kept at a minimum. *Wag and Puff*, on the other hand, with its large vocabulary offers the maximum number of new words to be learned following any other book. *Friends* is a consistent second to *Wag and Puff* in this respect.

Distinguishing between easy and difficult first readers. Table IX presents interesting data for twelve typical first readers. The data show that the first six books

are relatively easy and the last four in the list are relatively difficult.

In considering the difficulty of a first reader, it is advisable to give attention first to the difficulty of the first part of the book—say the first one thousand running words. Columns 1 and 2 of the table present data in this connection. Column 1 shows the number of different words in the first one thousand words and column 2 shows the number of new words in the same amount of reading material. By observing the numbers in these two columns, it will be seen that the child will be confronted with considerably fewer different words including the new words in reading any one of the first six than is the case with the last four. For example, in the *Child Development First Reader* there are only 154 different words, including 41 new words, in the first one thousand words of the reading matter; while in the *Work-Play First Reader* there are 210 different words, including 64 new words. Evidently the former has considerably more repetition of words in the first part of the book than is the case with the latter. The *Webster First Reader* has only 43 new words in the first one thousand words of reading matter while the *Child-Story First Reader* has 78 new words, nearly twice as many. The *Bolenius First Reader* has the honor of having the fewest different words and the fewest new words within the first one thousand running words.

Considering the whole book, however, the *Bolenius First Reader* is among the more difficult ones from the standpoint of the number of new words introduced and the ratio of the new words to the total words as shown in

columns 3, 4, and 5. The ratio of new to total words for the *Bolenius First Reader*, as shown in column 5, is 29, while the same ratio for the *Child Development First Reader* is 42. The repetition of the new words is also shown in columns 6 and 7. For example, only 71 per cent of the new words in the *Bolenius First Reader* are used five or more times, while in the *Webster, Unit-Activity, Happy Road*, and *Elson Basic* 90 per cent or more of the words are used five or more times.

TABLE IX. VOCABULARY LOAD OF FIRST READERS

	1	2	3	4	5	6	7	
Name of Series	1st 1,000 Words		Total Words in Book	New Words in Book*	Ratio: Total ÷ New	Per Cent New Words Used 5 or More Times	Number New Words Used Only Once	Remarks
	Number Different Words	Number New Words*						
1. Child Development	154	41	8,687	209	42	?	?	Six of the easier First Readers
2. Elson Basic	183	43	10,854	270	40	95	2	
3. Happy Hour	170	54	10,031	288	35	?	?	
4. Happy Road	164	40	8,656	262	33	90	7	
5. Unit-Activity	168	41	8,891	226	39	98	3	
6. Webster	183	43	9,462	285	33	92	0	
7. Bolenius	130	27	8,661	302	29	71	3	Two books easy for 1st 1,000 words but difficult as a whole
8. Pathway	144	36	6,987	276	25	43	16	
9. Child-Story	226	78	7,323	386	19	32	100	Four difficult first readers
10. Fact and Story	200	74	8,076	345	23	43	69	
11. Newson	175	69	7,080	321	22	41	103	
12. Work-Play	210	64	7,091	293	24	32	27	

* The base form and simple derived forms, such as *girl*, *girls*, *girl's*, *girls'* and *go*, *goes*, and *stop*, *stopped*, *stopping* were in each case not counted as different words.

LIST OF FIRST READERS

1. Julia L. Hahn, *Everyday Friends*. "The Child Development Readers" (Boston: Houghton Mifflin Company, 1935).
2. W. H. Elson and W. S. Gray, *Elson Basic*, Book One (Chicago: Scott, Foresman and Company, 1930).
3. Mildred English and Thomas Alexander, *Good Friends*. "Happy Hour Readers" (Richmond: Johnson Publishing Company, 1935).
4. Katharine E. Dopp, May Pitts, and S. C. Garrison, *Busy Days with Little Friends*. "Happy Road to Reading" (Chicago: Rand, McNally & Company, 1935).
5. Nila B. Smith, *In City and Country*. "The Unit-Activity Reading Series" (New York: Silver, Burdett and Company, 1935).
6. Clarence R. Stone, Anna L. Stone, and Ida Vandergaw, *Easy New Stories*. "Webster Readers" (St. Louis: Webster Publishing Company, 1932).
7. Emma Miller Bolenius, *Animal Friends*. "The Bolenius Readers" (Boston: Houghton Mifflin Company, 1930).
8. Bessie B. Coleman, Willis L. Uhl and James F. Hoscic, *The Pathway to Reading, First Reader* (New York: Silver, Burdett and Company, 1925).
9. Frank N. Freeman, Grace E. Storm, Eleanor M. Johnson, and W. C. French, *Child-Story First Reader* (Chicago: Lyons and Carnahan, 1927).
10. Henry Suzzallo, George E. Freeland, Katherine L. McLaughlin, and Ada M. Skinner, *Fact and Story Readers*, Book One (New York: American Book Company).
11. Catherine T. Bryce and Rose Lees Hardy, *Good Times*. "Newson Readers" (New York: Newson and Company, 1927).
12. Arthur I. Gates and Miriam B. Huber, *Round the Year*. "The Work-Play Books" (New York: The Macmillan Company, 1930).

The difference in vocabulary load between any one of the first six books listed and any one of the last four is striking with respect to every or nearly every item, as may be seen by comparing the data for any one of the first six books with the data for any one of the last four.

Assuming that a group of children has covered several of the primers, it would be much better to select a first reader from among the first six for the initial first readers to use. In arranging first readers according to reading levels as indicated in Chapter II, undoubtedly the last four of the books listed should be placed at least one reading level above the first six on the list.

One additional point should be mentioned. Provision in the reading material for intrinsic vocabulary preparation is a factor in determining vocabulary load. Two of these first readers, the Work-Play and the Webster, have accompanying preparatory workbooks which add greatly to vocabulary repetition and ease of reading in the first reader if the preparatory workbook material is used as intended. Consequently, if the workbook is used, the Webster is the easiest first reader in the list; and if the accompanying workbook is used with the Work-Play, the result would be to make it an easy first reader rather than a difficult one.

F. INDIVIDUAL RECREATIVE READING

Even during the earliest stages of primary reading, progressive primary teachers have a book table with picture books and the simplest booklets available for individual recreative reading. If materials are provided which the children can really read with only occasional help with the words, a feeling of success and independence is engendered. Such reading activity is a valuable experience in itself. In addition, individual reading of material that is easy for the child tends to increase fluency and reading vocabulary.

Fortunately the supply of simple booklets which the child can read after acquiring a fundamental vocabulary of something like 200 words is rapidly increasing.

Picture books for vicarious experiences. It is not to be expected that the children will be able to read independently even the simplest reading booklets until they are well along on Level III, because of the fact that too many unknown words will be met. There should, of course, be a supply of picture books on the reading table, as is now commonly provided in first-grade rooms. The children can acquire considerable vicarious experience by browsing in such books. This experience will tend to foster a desire for independence in reading. Inexpensive books of this type may be obtained by teachers in the so-called "ten-cent" stores. Books with very little or no reading matter should be selected for the library table during the earliest stages and the simple reading booklets reserved for independent reading when the children gain facility with easy primer material under guidance in the group reading during Level III. *Everyday Doings*¹ is the name of a new pre-primer which is intended to function merely as a picture book to aid in developing reading readiness.

Independent reading of home-made booklets. During Level II while the children are using the easy basic pre-primer and primer and easy supplementary pre-primers and primers for group reading, the resourceful teacher will make and have available a supply of simple reading booklets for the independent, recreative read-

¹ Julia L. Hahn, *Everyday Doings*, A Pre-Primer, "Child Development Readers" (Boston: Houghton Mifflin Company, 1935).

ing, utilizing the vocabulary which the children have learned.

To make such a booklet, cut a piece of cover paper the size needed to make a booklet about the size of the cover of a primer when the cover paper is folded. Paste an illustration with the reading matter underneath it on the inside left-hand cover and another unit on the inside right-hand cover; or, if it is desirable, the illustration may be placed upon the left-hand side and the reading matter upon the right-hand side. A title and if possible a picture should be placed on the outside of the booklet to make it attractive.

The reading material should be upon white or cream paper. The printing may be done by hand or with a typewriter with primer type, but a smaller type should not be used. The maximum length of line advisable is four inches. The space between the lines should correspond to that in the primer.

Some teachers make a series of such booklets increasing in vocabulary to conform very largely to the vocabulary being developed in the regular reading lessons. It is, of course, important that the reading units show good composition and interest factors as previously discussed on pages 301-302. The booklets should be numbered and the children advised to read them in order as numbered. This plan provides a purpose for learning the numbers and leads to success in independent reading. Under this plan whenever a child demonstrates to the teacher that he can read No. 1 he is eligible for No. 2 when it appears on the book table.

Following are the first fourteen reading units of a

series of booklets planned to accompany the Webster Pre-Primer and Primer:

1

(A picture of Jip)

Jip

Bow-wow.

I am Jip.

I am Tom's dog.

2

(A picture of Kitty)

Kitty

Meow!

I am Kitty.

3

(A picture of Jip and Kitty cut from page 6 of
the workbook)

Jip and Kitty

Here are Jip and Kitty.

Jip says "Bow-wow."

Kitty says "Meow."

4

(A picture of Jip running after Tom)

Tom and Jip

Here are Tom and Jip.

Tom says "Run, Jip, run."

5

(A picture of Mother, Tom, and Jip cut from page 1
of the workbook)

Mother

Here is Mother.

Mother says,

"Run, Tom, run

Run, Jip, run."

6

(A picture of Father, Tom, and Jip cut from page 2
of the workbook)

Father

Here is Father.

Father says,

“Jump, Tom, jump.

Jump, Jip, jump.”

7

(A picture of Baby and Kitty)

Baby and Kitty

Here are Baby and Kitty.

Baby likes Kitty.

Kitty likes Baby.

8

(A picture of Mother and Baby)

Mother and Baby

Here are Mother and Baby.

Mother says,

“Come, Baby, come.”

9

(A picture of Father and Baby)

Father and Baby

Here are Father and Baby.

Father says,

“Come, Baby, come.”

10

(A picture of Father, Tom, and Jip running)

Run, Run

Run, Tom, run.

Run, Father, run.

Run, Jip, run.

11

(A picture of Tom with his wagon)

Tom's Wagon

Here is Tom's wagon.

Tom can pull the wagon.

Tom can ride in the wagon.

12

(A picture of a toy train)

Tom's Train

Here is Tom's train.

The train can go.

Tom can make it go.

13

(A picture of Tom going in his wagon
and Jip following)

Go, Go

Tom says,

"Go, wagon, go.

Run, Jip, run."

14

(A picture of Jip riding in the wagon with Tom.
The wagon should be going down hill)

Jip Rides

Jip can ride in the wagon.

Tom makes the wagon go.

The wagon goes down hill.

Jip says, "Bow-wow."

Simplest booklets for free reading during Level III.
After the children have done considerable pre-primer and primer reading and have acquired a reading vocabulary of something like 200 words, they will be able to read individually the simpler pre-primers based on a

vocabulary most commonly found in beginning books. The following is a list of such booklets.

Cora M. Martin, *Bob and Baby Pony* (New York: Charles Scribner's Sons, 1931).

Mary E. Pennell and Alice M. Cusack, *Frolic and Do-Funny* (Boston: Ginn and Company, 1932).

James S. Tippet, *Henry and the Garden* (Yonkers-on-Hudson: World Book Company, 1936).

Author unknown, *Jack and Nell* (Richmond: Johnson Publishing Company, 1931).

Katherine E. Dopp, May Pitts, and S. C. Garrison, *Little Friends* (Chicago: Rand, McNally and Company, 1934).

Helen Heffernan, Lillian B. Hill, and Jane Ward, *Little Road; Open Road; Broad Road* (Chicago: Lyons and Carnahan, 1932-1934).

William H. Elson and William S. Gray, *More Dick and Jane Stories* (Chicago: Scott, Foresman and Company, 1934).

Jean Y. Ayer, *The Picnic Book* (New York: The Macmillan Company, 1934).

Mary E. Pennell, *Playing with Pets* (Boston: Ginn and Company, 1932).

Clara Belle Baker, Mary Maud Reed, and Edna Dean Baker, *Playmates* (Indianapolis: The Bobbs-Merrill Company, 1934).

Author unknown, *Spot* (Richmond: Johnson Publishing Company, 1935).

Clarence R. Stone and Dodie Hooe, *Tom and Jip* (St. Louis: Webster Publishing Company, 1935).

Nila Banton Smith, *Tom's Trip* (New York: Silver, Burdett and Company, 1935).

William Dodge Lewis and Ethel Maltby Gehres, *Tots and Toys* (Philadelphia: The John C. Winston Company, 1931).

Ethel Maltby Gehres, *Wag—A Friendly Dog* (Philadelphia: The John C. Winston Company, 1934).

Books for individual reading during Level IV. In providing books for individual recreative reading, it is well to choose books at least one level below those used for group reading under teacher direction. The easy primer with a title on the front cover and other simple books on an easy primer level are the ones best suited

for independent reading by pupils on Level IV. The following is a list of such books.

Florence Piper Tuttle, *Family Playhouse* (New York: Longmans, Green and Company, 1931).

James S. Tippet, *Stories about Henry* (Yonkers-on-Hudson: World Book Company, 1936).

Clare Belle Baker and Edna Dean Baker, *Bobbs-Merrill Primer* (Indianapolis: The Bobbs-Merrill Company, 1923).

Alberta Walker and Ethel Summy, *We Three* (New York: Charles E. Merrill Company, 1929).

Emma Miller Bolenius, *Tom and Betty* (Boston: Houghton Mifflin Company, 1930).

Isa L. Wright, *Having Fun* (Boston: Houghton Mifflin Company, 1929).

James S. Tippet, *The Singing Farmer* (Yonkers-on-Hudson: World Book Company, 1927).

Mabel Guinnip LaRue, *The Fun Book* (New York: The Macmillan Company, 1923).

Esther M. Schenk, *Christmas Time; Easter Time; Thanksgiving Time; Valentine Day* (Chicago: Lyons and Carnahan, 1931-1934).

Lucy Fitch Perkins, *The Dutch Twins Primer* (Boston: Houghton Mifflin Company, 1917).

Elsa Eisgruber, *Spin, Top, Spin* (New York: The Macmillan Company, 1929).

Paul R. Hanna, Genevieve Anderson, and William S. Gray, *Peter's Family* (Chicago: Scott, Foresman and Company, 1935).

Clarence R. Stone and Anne Lotter Stone, *Tom, Jip, and Jane* (St. Louis: Webster Publishing Company, 1932).

Albert C. Lisson, E. V. Thonet, and E. M. Meader, *Betty and Jack* (Dansville, New York: F. A. Owen Publishing Company, 1930).

Eloise D. Pickard and Gladys Simpson, *John and Jean* (New York: American Book Company, 1932).

A. I. Gates and Miriam Huber, *Peter and Peggy* (New York: The Macmillan Company, 1930).

William Dodge Lewis and Ethel Maltby Gehres, *Pets and Playmates* (Philadelphia: The John C. Winston Company, 1931).

William E. Grady, Paul Klapper, and Jane C. Gifford, *Pets and Play Times* (New York: Charles Scribner's Sons, 1932).

Mildred English and Thomas Alexander, *Jo-Boy* (Richmond: Johnson Publishing Company, 1935).

Katherine E. Dopp, May Pitts, and S. C. Garrison, *Little Friends at School* (Chicago: Rand, McNally and Company, 1935).

Julia L. Hahn, *Everyday Fun* (Boston: Houghton Mifflin Company, 1935).

Geneva J. Hecox and Mariana C. Gareissen, *Our Pets* (New York: Newson and Company, 1933).

Mathilde C. Gecks, Charles E. Skinner, and John W. Withers, *Play Fellows* (Richmond: Johnson Publishing Company, 1928).

Clara Belle Baker, Mary Maud Reed, and Edna Dean Baker, *Friends for Every Day* (Indianapolis: The Bobbs-Merrill Company, 1934).

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. How does the general plan of procedure outlined in section A differ from that you have commonly observed or used?

2. Which is the more effective preparation for the reading of a particular story in the reading book: blackboard preparation, preparatory pages in the reading book, or preparatory workbook material?

3. Using a pre-primer or primer, tell what you would do in case a child fails to recognize certain particular words. Select five examples.

4. Read to the class "The Train," pages 20-27 of *At Home and Away*, the primer of "The Unit-Activity Reading Series" by Nila B. Smith, and discuss the inherent defects in the selection.

5. Select a primer or a pre-primer and primer of a reading series published later than any mentioned in the tables in this chapter, make a statistical study similar to the one indicated in Table IV or V, and give your conclusion as to difficulty.

6. Bring to class a picture book suitable for the reading table during the stage before the children can be expected to do any independent reading.

7. Bring to class one or more books or booklets suitable for the earliest independent reading.

8. Bring to class a sample of a book suitable for the book table for pupils on reading level IV.

9. In the light of sections A, B, and C of this chapter, make a

comparison of the procedure in connection with group story reading set forth in two of the manuals listed in Part II of the selected bibliography. If preferred, one or two manuals of more recent publication may be utilized.

10. Make a list of the references in Part III of the selected bibliography which you think might have a direct connection with section D or E of this chapter.

11. Locate a discussion of individual recreative reading in the first grade in one of the method books listed in Part I of the selected bibliography and make a report upon the discussion to the class. A method book of more recent publication may be selected if desired.

CHAPTER VIII

PERIOD OF RAPID PROGRESS: LEVELS V-VIII, GRADES 2-3

Studies of the growth in reading on the part of children making average progress in grades two and three indicate that Levels V-VIII constitute a period of rapid progress in reading vocabulary, in rate, accuracy, and rhythmical expression in oral reading, in rate in straight-ahead silent reading, and in the difficulty of material which children can comprehend in silent reading. For example, Figure 16 shows that the second and third grades are a period of rapid decrease in the number of eye-fixations per line in both oral and silent reading, or, in other words, that there is a rapid increase in the span of recognition.

A. OBJECTIVES

The teacher and the supervisor must give consideration first to the larger objectives of the reading program. On these rest the selection of materials, the types of classroom organization needed for effective and economical reading instruction, and the development of the most effective methods and activities.

As we go up through the grades the objectives become increasingly broader. This section presents a brief treatment of the more important objectives for grades two and three.

1. *To extend and enrich the child's experience.*

The child's reading in the initial stages of the first grade must necessarily be kept within a very limited vocabulary and range of experiences most likely to be

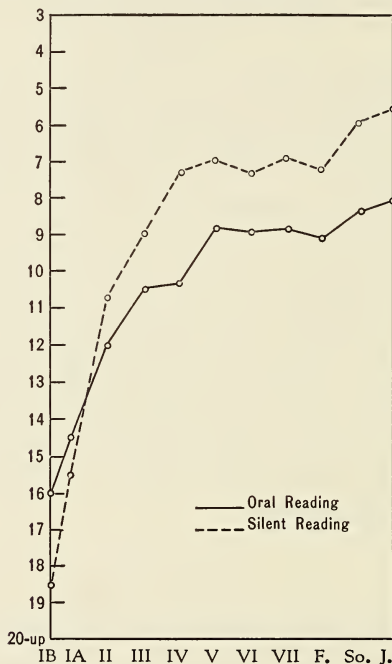


FIG. 47.—Growth stages for average number of fixations per line. School grade shown on horizontal axis; average number of fixations shown on vertical axis. (Buswell)

familiar to the majority of the children. As the children grow in ability to read, the reading program has more and more opportunities of extending their experiences beyond first-hand experiences and vicarious experiences acquired through oral language and pictures. This point of view emphasizes the fact that reading is experience

and a most valuable means of enriching the life of the individual. Furthermore, this conception of the value of reading gives us a foundation upon which to build methods of instruction and to plan reading activities.

2. *To foster intrinsic interest and joy in reading on the part of all the children.*

This objective, like the former one, is an important guidepost in pointing the way to sound methods of conducting the reading lessons. It is at the basis of the proper means of motivation of the reading activities. If the reading period brings success and joyful experiences to the child, he develops an intrinsic interest in reading. Too often interest is prevented or smothered by the use of materials which are too difficult or lacking in intrinsic interest to the children. In other cases the lack of interest is due to slow, laborious, mechanical methods of procedure. Frequently the latter is a natural accompaniment of the former. This objective is also an essential criterion to apply in determining the most effective types of classroom organization of reading instruction.

3. *To aid in establishing the attitudes and ideals essential to desirable behavior, sterling character, and a harmonious personality.*

In a broad sense, extension and enrichment of experience through reading of desirable materials contributes to character building. If intrinsic interest and joy result from the reading activities, desirable attitudes affecting personality result. In this connection values of

a particular reading activity or lesson may be roughly determined by applying the following questions:

a. To what extent do relatively high motives actuate the pupils?

b. To what extent do the instruction and activities yield genuine satisfaction, rather than annoyance?

c. To what extent are the subject matter and the pupil activities and experiences meaningful, significant, and purposeful?

d. To what extent is the project, problem, or activity considered by the pupils to be worth while?

e. To what extent are the learning conditions favorable to the exercise of desirable character traits, and unfavorable to the exercise of undesirable habits?

In a more definite way, attitudes and ideals as important controls of conduct may be inculcated by the use of appropriate reading materials. This objective does not mean that large amounts of didactic materials shall be incorporated into the reading course. It does mean that some materials of high interest appeal and distinct literary merit should be selected for their specific contribution with reference to this objective. Fables were created to function with respect to conduct. Starbuck has contributed a valuable study¹ on the moral and ethical value of many folk tales of the world. Certain school readers² contain sections of material specially organized to inculcate definite behavior lessons.

¹ Edwin D. Starbuck, *A Guide to Literature for Character Training* (New York: The Macmillan Company, 1929). See preface.

² *Joyful Reading* (Webster Second Reader), "Thinking-Cap Stories," pp. 58-76; *Make and Make-Believe* (Work-Play Third Reader), Chapter II, "Counting Chickens"; *Stone's Silent Reading*, Book III, "Finding What the Fable Means," pp. 147-153.

4. *To develop fluency and accuracy in oral reading, and an ability to convey meaning and feeling effectively to auditors dependent entirely upon the reader for the thought.*

Specialists in the psychology of reading are agreed that oral reading is an indispensable means in the mastery of the mechanics of reading basic to enjoyable, efficient silent reading. Oral reading also makes an essential contribution to interpretation and appreciation of artistic forms of literature, especially poetry. Finally, it should be pointed out that oral reading as a means of conveying meaning and feeling to auditors has an important function in child and adult life.

This objective points to the conclusions that the basic reading materials should provide an abundance of material suitable to oral reading and that there should be considerable amounts of oral rendition in the second and third grades in the group reading of all material of distinct literary merit.

In story material involving good plot, surprise, conversation, artistic repetition, and other literary characteristics, oral reading provides a community of attention, experience, and feeling conducive to a richer interpretation, enjoyment, and appreciation than is likely to be the case in mere individual silent reading.

Oral reading also gives objective evidence of the child's attainments in word recognition and eye-movement habits. The objective of fluency with accuracy is quite important and necessitates the use of material sufficiently easy.

It should be pointed out that this objective relating

to oral reading may be waived in the case of the child with speech defects which hinder progress in oral reading commensurate to that in silent reading. The same will apply occasionally to the extremely timid and self-conscious child who progresses more rapidly in silent reading than in oral reading. Auditory experience as listeners and occasional voluntary participation must suffice for these types of children. The teacher should be very careful about embarrassing and humiliating these children by requiring them to read orally under handicaps which make failure certain.

5. *To develop the attitudes, habits, skills, and abilities essential to enjoyable silent reading of story selections and very simple books.*

It is now generally agreed that children should learn to read both orally and silently from the beginning. As the children grow in ability in reading, the possibilities and opportunities for silent reading on the part of the group with common material and on the part of individuals with different materials increase. Consequently, it becomes increasingly important in the second and third grades that there should be adequate provision in the supply of materials, in the reading activities, in the methods, and in the classroom organization for silent reading of the rapid, cursory, recreative type, with intelligent interpretation.

The development of a fluent type of silent reading on the part of every child, commensurate with his capacity, is an objective which traditional methods have fallen far short of reaching.

6. *To make a beginning in developing the particular reading skills needed in study.*

By the beginning of the fourth grade, children have considerable need for the use of reading skills in the study of textbooks and of supplementary and reference materials in the various activities and subjects. A foundation for these skills should be laid in the second and third grades. But large amounts of work-type reading in these grades is not advisable.

In recreative reading, which is usually cursory in type, fluency with an adequate grasp of significant meanings is the important objective. But in study reading a higher degree of precision is required. The more important specific aims in study reading in the second and third grades are:

a. Rapid increase in power or level of comprehending the meaning of words, sentences, and paragraphs.

b. Increased accuracy in reading directions and simple informative selections.

c. Balance between speed and accuracy.

d. Correct interpretation of selections of increasing difficulty with respect to general impression, meaning, or significance of the whole.

e. Quickness and accuracy in comprehending details in material increasing in difficulty.

f. Facility in locating particular items of detail in simple selections.

g. A beginning in forming the habit of verifying the correctness of responses in work-type reading to insure accuracy.

7. *To obtain rapid growth in quickness, accuracy, and independence in word and phrase recognition in both oral and silent reading.*

In an article in the *Elementary School Journal*, September, 1932, Professor E. W. Dolch, author of *The Psychology and Teaching of Reading*, says, "To teach children to recognize words which they have not previously seen or to recognize more swiftly words which they have previously seen is the chief problem of primary-reading instruction."

Expense should not be spared in providing interesting reading materials and activities with a light vocabulary burden and maximum repetition of words to insure a successful beginning in word recognition. The same care should be taken in the second and third grades to provide for consistent and rapid growth in quickness, accuracy, and independence in word recognition. As children grow in fluency in reading and consequently in amount of material which may be read in the time available, as they attain more independence in word recognition, the reading vocabulary increases more rapidly. Hence, rapid growth in speed, accuracy, and independence in recognizing words of increasing difficulty in the second and third grades is a very important objective.

Specific objectives by levels. In Chapter II the specific objectives or standards of attainment are given for each reading level. The level upon which the group of children is being instructed rather than the grade placement of the children should determine the specific goals.

B. ACTIVITIES FOR REALIZING THE OBJECTIVES

Necessarily the modern objectives in reading require a varied program of activities for their realization. The main types of these activities will be outlined briefly.

Incidental and correlated reading.¹ As children grow in ability to read, there is increasing need and opportunity for reading that is an integral part of the various activities and subjects. Such reading should be used wherever it will serve a valuable purpose. An activity program provides innumerable situations in which purposeful reading may play a natural part, in which children may be stimulated to read, and in which reading interests are broadened. The difficulty of reading materials provided in connection with activity projects should be carefully considered; and the children, especially the poorer readers, should not be required or expected to read material in such connections beyond the level of basic reading material suited to the child's stage of growth in reading. The skillful teacher utilizes a variety of types of incidental and correlated reading, such as directions, announcements, information, summaries of group experiences, individual productions of the children, and literary selections. Opportunities for audience reading of items of information or selections located or created by children should not be overlooked.

The author holds, however, that the best results in reading will not be obtained by attempts at a complete integration of reading in a unified activity program, be-

¹ For detailed illustrative material in this connection see Chapter VII of *The Teaching of Reading for Better Living* by Pennell and Cusack (Boston: Houghton Mifflin Company, 1935).

cause of the broad and comprehensive character of the reading materials which the children should have opportunity to read regardless of relationship to project activities and because of the need for specialized instruction and practice for the orderly development of particular skills in reading.

Voluntary free reading. Provisions should be made for free, voluntary, independent, individual reading. The teacher should stimulate and guide the children in their reading for fun. She should endeavor to broaden their interests and to develop the habit of regular recreative reading, but to set up requirements or use rewards as motives is to defeat the objective of developing an intrinsic interest in reading for pleasure.

Audience reading. While a foundation for the essentials of oral reading as a means of conveying meaning and feeling to auditors is laid in the oral reading incident to the group reading of common material in the hands of all the children of the group, satisfactory results in audience reading on the part of large numbers of children will not be obtained without considerable opportunity for reading to auditors entirely dependent upon the reader for the thought. Plans and detailed suggestions as to materials and methods in this connection may be found in the author's *Silent and Oral Reading*, Chapter VI.

Group reading in basic and supplementary readers and workbooks. The orderly development of correct habits and needed skills in reading requires systematic instruction with scientifically constructed textbook material. A clear distinction should be made between group

interpretive reading of stories, poems, and other selections on the one hand, and work-type or practice lessons on the other hand. Material for the latter is found in some general basal readers, in work-type readers, in practice booklets, and in workbooks.

The higher the reading level and the greater the facility in reading, the more feasible it is to increase the proportion of reading supplementary to directed instruction with the textbook selections taken in regular order. Most school readers for the second and third grades are now organized into units, and usually the vocabulary is carefully controlled so as to increase gradually. In some textbooks preparatory vocabulary lessons of the intrinsic type are included. When using the basic or co-basic reader carefully constructed and incorporating such features, the teacher will find that the best results will be obtained by following the order of the selections in the textbook. Apparently teachers have got the impression that they will be open to criticism if they do so. According to Figure 7 in *Better Reading Instruction*, less than 25 per cent of the teachers in the second and third grades reported that they followed the regular order in the textbook. It is not intended, of course, to suggest that the teacher should never deviate from the regular order in the textbook, but if the textbook is properly constructed, she will find it advantageous to follow the regular order, as a rule. The progressive teacher will, of course, utilize supplementary selections chosen without respect to order of appearance, in connection with (1) seasons and special days, (2) pupils' choices for rereading, (3) individual or group

needs in remedial instruction, and (4) selections from other sources closely related to a particular selection in the textbook or to projects or other units.

Outline of main types of reading activities, exercises, and lessons. The following outline gives a bird's-eye view of the types of reading activities, exercises, and lessons which may be utilized in a modern comprehensive program in reading:

1. Preparatory exercises (on blackboard, in workbook, or in text).
2. Group interpretive reading (class-fashion procedure with same selection in hands of all in the group).
3. Individual recreative reading and related activities.
4. Work-type and practice reading (silent).
 - a. Practice for speed in cursory reading.
 - b. Practice for skills in careful or study reading.
5. Special systematic vocabulary lessons.
 - a. Exercises related to fluency, accuracy, and independence in word recognitions.
 - b. Exercises related to word meanings.
6. Practice in oral reading.
 - a. Group reading.
 1. Rereading prepared selections.
 2. Sight reading of new selections.
 3. Practice following silent reading.
 - b. Individual corrective practice.
7. Audience reading.
8. Reading related to other activities and subjects: incidental, correlated, integrated reading.

C. GROUPING FOR INSTRUCTION BY READING LEVELS

Wide individual differences. The children in a second or third grade class or room will usually vary widely in advancement in reading. Reading tests almost invariably show wide differences in a class or grade with respect to particular phases of reading, such as word recognition, accuracy in oral reading, difficulty of material which may be comprehended, and speed of silent reading of easy stories.

Basis for grouping. In section D of Chapter V a basis for grouping the children for reading at the beginning of the first grade, or at the point where reading instruction is begun, was suggested. The problem is more complicated during the period of rapid growth in fundamental primary habits and skills than in the beginning stage or in the grades above the primary school, where power or level of comprehension provides a very good basis. Grouping in grades two and three should not be based upon the results of any one reading test or upon any battery of silent-reading tests.

The best basis for grouping is progress or growth in the fundamental primary habits outlined in Chapter III. But it is hardly possible to obtain a single measure or index in this connection. Oral reading should undoubtedly be taken into consideration in grouping. One way to locate the child's level in reading is to begin with material listed in Level II or III in Chapter II and increase the difficulty of the material until the child's proper level is found, taking into account the standards of attainment with respect to oral reading as indicated

in each level. Improvised testing of each child separately, of course, takes considerable time, more time than most teachers think advisable to take. Another plan is to use a set of books that should be fairly easy for the class and let the children take turns reading orally. The poorer readers can then be grouped together and tried out with easier material.

Regrouping within one room. In the third grade, silent reading tests may be used for a tentative grouping and changes may then be made on the basis of the oral reading. Table X shows the distribution on silent reading tests for pupils in a low third-grade class and in a high third-grade class in the same room. In a case of this kind, according to the usual procedure, the low third-grade class and the high third-grade class would be taught separately in reading. The table shows a wide range in silent reading ability in each class and much overlapping. There are good readers, poor readers, and average readers in each class. The best thing to do is to regroup these children into two, three, or four groups, taking into consideration their accomplishment in oral reading and disregarding grade or regular class placement. The level of material which these children can read with pleasure will probably vary from Level IV, easy first-reader material, to Level VIII, third-reader material.

The problem of time. In attempting such a plan the teacher is often perplexed concerning the problem of finding time for three recitations in place of one or two. In the first place, with relatively small groups fairly homogeneous and with material suited to the group in each case, a shorter class period for a particular group

will be needed. The best group is able to do a larger amount of independent reading and will need only a minimum of the class period time. Individual recreative reading should be featured with this group. Reading

TABLE X. DISTRIBUTION OF GRADE SCORES* OF PUPILS IN THE THIRD-GRADE ROOM IN A SIX-ROOM SCHOOL

Grade Score	Classes	
	L.3	H.3
4.5-4.9	1	1
4.0-4.5	1	0
3.5-3.9	0	4
3.0-3.4	5	3
2.5-2.9	5	3
2.0-2.4	2	0
1.5-1.9	1	1
Total	15	12

* Average of grade scores on Tests 5 and 6 of the battery of *Metropolitan Primary Reading Tests*, published by World Book Company, 1933. Test 1 (word picture), matching words and phrases to pictures, maximum grade score 3.3; Test 2 (word recognition), word or words spoken by examiner selected from four printed choices, maximum score 3.3; Test 3 (word meaning), child selects printed word to match expression spoken by examiner, maximum score 3.8; Test 4 (reading completion), child selects one of four pictures or words to complete sentence, maximum score 4.0; Test 5 (paragraph reading), comprehension test with reading units increasing in difficulty, maximum score 5.0; Test 6 (vocabulary), word-meaning selection test, maximum grade score 5.9. It is evident that a child approaching the maximum score on all tests will not show an average equal to his reading ability on Tests 5 and 6. The writer's study indicates that the average on Tests 5 and 6 is a more valid measure of the better readers than the average on all the tests. It is unfortunate that all the tests are not extended to the same grade level as Test 5.

materials utilizing self-helps and self-tests may be utilized. About once a week this group might read a story to the other children of the room, preparing for this audience reading upon their own initiative and responsibility. The middle group, which will be the largest in

numbers, and the lowest group should have about the same amount of class period time. It is not necessary, of course, to have as many class reading periods for either of these groups per week as is customary with only one reading class in the room. More can be accomplished in less time under the group plan. The use of readers with accompanying preparatory workbooks is a

TABLE XI. DISTRIBUTION OF GRADE SCORES* OF THREE
THIRD-GRADE CLASSES IN PARAGRAPH
AND WORD MEANING

Grade Score	Classes			Groups
	L.3	L.3	H.3	
4.5-4.9		2	7	Group I 31 pupils
4.0-4.5		2	9	
3.5-3.9		6	5	
3.0-3.4	5	10	9	Group II 38 pupils
2.5-2.9	7	5	2	
2.0-2.4	10	4	2	Group III 21 pupils
1.5-1.9	5			
Total	27	29	34	90

* *Op. cit.*

distinct aid to the teacher and is especially needed for the lowest group. Chapter X deals with the problem of providing profitable activities for the remainder of the pupils while the teacher is instructing one of the groups.

The unit plan of reclassifying for reading. In larger schools teachers may find it advisable to cooperate in units of two or three rooms. Table XI shows how the pupils of three successive rooms may be reclassified tentatively for reading. After the pupils are reassigned

to the three rooms on the basis of comprehension, it would be well to form two groups in each room on the basis of oral reading. This plan makes it possible to have six reading levels within these three third-grade rooms. Refined grouping of this type makes it possible to adapt the reading instruction to the children's needs in a thoroughgoing way. ✓

D. GROUP INTERPRETIVE READING OF SELECTIONS

The main functions of group interpretive reading. In the second and third grades, the main functions of group story reading are community of experience, cooperative interpretation, and establishment of reading interests.

Reading is an invaluable means of experience. Group reading is distinguished from individual independent reading by the community of experience involved and by cooperative interpretation. The interplay of the members of the group under the influence of the teacher provides opportunity for broadening the interests of the children. Fortunately, a type of procedure resulting in a love for reading and the fullest realization of the experiential values is also the procedure best adapted to the development of fluency and the establishment of interests.

Secondary or subordinate functions. The more important minor functions of the group interpretive reading are as follows:

1. To increase power of comprehension through gradual increase of the difficulty of the material.
2. To further vocabulary growth.

3. To develop fluency, accuracy, and natural expression of the meaning in oral reading.

4. To provide favorable conditions for growth in rate in silent reading.

5. To develop facility in grasping significant values and main points.

6. To develop keen appreciation of the best in literature suited to the child's level of growth.

7. To inculcate fundamental ideals and attitudes toward life and ethical behavior.

8. To cultivate the imagination.

9. To stimulate voluntary individual reading of varied and desirable types.

Extensive versus intensive method. In the traditional methods of teaching reading, the procedure was too often a slow, laborious, highly intensive, analytical method of details. The extensive method is much better adapted to the realization of the objectives in story reading than the intensive method. The intensive method is better adapted to activities in work-type reading such as those in study readers and workbooks. The extensive method means that much more material will be covered in the period for group reading than under an intensive method. Usually a complete story will be covered in one reading period. The use of the extensive method necessitates that the material shall not be difficult for the children.

Method of the whole versus the method of details. The principle of the method of the whole is a corollary to the principle of the extensive method. Instead of proceeding in an intensive fashion with attention centered

upon detailed questions and meanings and perfected oral reading, the procedure is in terms of the whole selection or large sections, in terms of major values and main points. The problems or interpretative questions deal with the story as a whole or with significant points. There is never consideration of details except in relation to some major values. In such a method oral reading is used merely as an aid in cooperative interpretation.

Creative realization rather than analysis. The approach to literature for real experience and enjoyment must never be analytical and critical. It must always be cooperative and creative. In the group reading and related activities the children under the teacher's guidance are attempting to recreate in terms of their own past experiences the pictures, sounds, feelings, ideas, and ideals which the author has embodied in the story.

Informal rather than formal. Informal spontaneous reaction to a story or incident is often far more effective than the formal answering of a long list of questions. Pupils should be encouraged to contribute ideas, suggest questions for discussion, and plan related activities. Initiative and enthusiasm are the natural outcomes of an informal procedure in contrast to perfunctory passive activities in a formal method.

The approach step. The approach step should be brief and effective in arousing a sympathetic attitude and eager anticipation. Long-drawn-out, fact-burdened, time-consuming approaches are unnecessary and may defeat the main purpose of the approach.

Vocabulary preparation. This problem is dealt with at length in another chapter on pages 277-281.

Motivating questions and activities. Often the mere interest in the story is sufficient motivation. Community of experience and cooperative interpretation are furthered by motivating questions centering upon the more significant relationships. The children are thereby stimulated to think, and broader interests are aroused. If children are going to dramatize a story, they have a stimulating, unifying problem with many subsidiary problems arising. Details are considered in relation to the whole.

Too often the teacher's questions are merely test questions of detail following the reading. Motive questions preceding the reading are more important. Good questions are interesting to the pupils, thought-provoking, clear, and definite. Questions involving consideration of the selection as a whole or significant values and main points should predominate. The questions and activities should lead to a realization of the significant experiences embodied in the selection. Pupils should be encouraged to raise questions about things they do not understand and to suggest questions and problems which they should like to hear discussed. Such questions will be spontaneous and natural rather than artificial and forced.

Varied procedures as to oral and silent reading. In the second and third grades there are various possible procedures in the group reading of stories. A few of these procedures will be briefly described.

1. The story may be read silently by all the children in the group under the observation of the teacher. The teacher gives any assistance and guidance needed by in-

dividual children. Then follows spontaneous reaction or discussion of problems, set in the approach, printed at the end of the selection, or raised by pupils or teacher. Oral reading should be incidental as an aid in cooperative interpretation, in support of a judgment, or to illustrate a point.

2. The procedure might be that of sight oral reading with children taking turns. Motivating questions could be used throughout and discussion and spontaneous reactions interspersed between readings. A unifying problem with subsidiary problems is valuable to prevent this plan's becoming a scrappy consideration of details. Questions and discussion may be minimized and interest centered upon the plot, incidents, and outcome.

3. There might be stretches of silent reading with reactions including oral reading following the silent reading.

Solving word-recognition difficulties. In case a child needs help with a word in either the silent or oral reading, the particular type of help or guidance which the teacher should give depends upon the circumstances and the nature of the word. The following is a list of possible appropriate things to do:

1. Aid the child to use context clues by asking a question or making a suggestion which brings into his mind the thought relationship in the context likely to suggest the word. Or he might be asked to read on to the end of the sentence and then reread the sentence.

2. Guide the child in combining context clue and sound of initial letter, letters, or syllable.

3. Write or print the word underneath a known word

with identical phonogram. Ask him to pronounce the known word and then the unfamiliar word.

4. In case of a derived form, as *roller* or *unhappy*, cover the ending or the prefix to aid him in seeing the base form.

5. In case of a compound word, as *armchair*, cover the latter part until the child recognizes the first.

6. In case of a word which will be most easily recognized by syllables, guide him in the correct division of the word into syllables.

7. Sometimes it is best to ask a question guiding the child in applying the needed phonetic knowledge. For example, in case of *rode*: Is the *o* long or short?

8. In some cases it is advisable to tell the child the word or have another child tell him.

For detailed illustrations of procedure in case of word-recognition difficulty, see Chapter IX, pp. 440-446.

Correlating activities. Sometimes it is possible to use a selection in correlation with a project activity that is under way. In other cases there may be profitable follow-up activities appropriate to the particular selection, such as dramatization, illustration, construction, audience reading to other groups, telling the story to others and reporting the results.

Group interpretive reading of poetry. The principles developed apply to the teaching of poetry. In addition there are some special considerations which should be given attention in connection with the group reading of poems.

Hosic's method principles. As a result of extended controlled teaching experiments, Professor James F.

Hosic concluded "that the main results which should be sought in the teaching of poetry in the elementary school may be largely enabled by proper methods and largely prevented by improper methods." He says:¹

Proper methods would seem to involve, *first* of all, the arousing of the pupil's experience and interest, a sympathetic and eager anticipation, so that when the poem is presented it fulfills a desire or solves a problem already in the consciousness of the pupil; *second*, the presentation of the selection as a whole by means of a clear and adequate oral rendering; *third*, the dwelling upon the meaning of the selection as a whole rather than upon details, particularly details of logical meaning, grammar, and other formalities; *fourth*, sufficient repetition of the selection as a whole to give a sense of familiarity and enable the pupils to build up in their minds the wealth of pictures and suggestions in which poetry abounds.

Activities for providing feeling and familiarity. Varied types of activities and experiences should be employed for developing a feeling for poetry and familiarity with particular poems. These will include repeated oral reading, dramatization, concert reading or reciting, and physical response. Rhythm is primarily physical movement. Let the children slap hands to "Pease Porridge Hot," and dance and tumble down to "Ring-around-a-Rosy."

E. IMPROVEMENT OF ORAL READING²

The fourth objective in section A of this chapter relates to oral reading, and the functions and values of oral reading have been briefly outlined in that connec-

¹ James F. Hosic, *Empirical Studies in School Reading* (New York: Teachers College, Columbia University).

² For supplementary reading in this connection see *The Applied Psychology of Reading* by F. D. Brooks (New York: Appleton-Century Company, 1926), chap. xiii.

tion. In the discussion of fundamental reading habits in Chapter III, various objective studies of the oral reading process have been reviewed.

Characteristics of good oral reading. The main characteristics of good oral reading are as follows:

1. Accuracy in word recognition and pronunciation.
2. Clear and distinct enunciation.
3. Grouping of the words into meaning units in the vocalization process.
4. Adequate voice pause between word groups for accurate recognition of the word group just ahead.
5. Fluency in the recognition and expressional processes.
6. Skill in following the lines, keeping the place, and shifting from the end of one line to the beginning of the next.
7. A natural effective expression of the meaning with proper emphasis.
8. Best use of the available light, good posture, and proper holding of the book.

More briefly, these may be summarized as accurate recognition and pronunciation, clear and distinct enunciation, rhythmical expression, and proper emphasis.

Practice in the group interpretive reading lessons. The type of reading lessons treated in the preceding main section of this chapter provides considerable opportunity for intrinsic or functional practice in oral reading in the course of the cooperative interpretation of stories and poems. Of course the oral reading done in the interpretive reading lessons should provide practice of the right habits in oral reading rather than practice

of the wrong habits. If the material is too difficult for a particular child in the group, he is likely to form wrong habits in his attempts to read. Hence the importance that each child be instructed upon the reading level suited to his level of accomplishment in reading.

Practice for and in audience reading. The audience reading activities provide opportunity and motive for practice in oral reading. In these activities the listeners do not have in hand the material being read and usually none have previously read the material. In the group-to-group audience reading one group reads a short selection to the other pupils of the class or room and then another group reads a short selection from another book. Dramatic readers and supplementary books with short independent units are the most suitable for such audience reading. Such books should be supplied in sets of eight to twelve copies. In preparation for the audience reading, the group should practice the oral reading at some convenient time and place. The resourceful teacher will be able to solve the problem of a place for practice under conditions that will not disturb other classes. Such practice by a group of children with a definite interesting purpose for the practice has distinct educational advantage in providing for pupil leadership, initiative, and group cooperation.

In connection with the audience reading, it is important to train the pupils to choose selections that will be interesting to the audience and that are not too difficult for effective oral reading by them after a reasonable amount of preparation.

Pupils whose experience in oral reading has been

largely of the non-audience type often do not show sufficient interest in the audience. By skillful guidance the teacher can get the reader to give attention to the audience. The important objective of the reader, of course, is to "put the thought across" to the audience. If the reader does not read so that the audience can hear or understand, the teacher might ask the children if they can hear what is being read, or if they are getting what is being read. A negative response from the auditors will be likely to awaken the reader to a need for improvement. If the child really desires to get something across and can pronounce the words, he will be likely to express the meaning so that the auditors will get it. The most convincing evidence to the reader is the reaction of the auditors as to whether they get the thought and enjoy it.

Too often pupil criticism of the reader is overdone. The center of attention should be upon what is being read and the enjoyment of it. Friendly comments by the teacher pointing out the relationship of some shortcoming to success or failure in interesting the audience is often helpful. There should be no adverse public criticism of the child who is over-sensitive or who tends to become nervous. The teacher should determine the main cause of failure of a particular pupil and give him helpful advice under conditions that will in no way embarrass him or make him unduly self-conscious. The main difficulty may be that he reads too fast; that he fails to group his words; that he fails to emphasize the important words; that he fails to enunciate clearly; that he uses a high-keyed, unnatural tone of voice; that he

fails to take cognizance of the audience, probably holding his book so as to intercept his view of the audience and the auditors' view of him; or that he stands and holds his book in such a way as not to have the proper light for reading. Suggestions concerning all such points should lead the child to see their relation to the main objective—effective conveyance of thought and feeling. Instead of detailed criticisms from the auditors, their reactions should relate to their understanding of the reading, their interest in it, and enjoyment of it.

Characteristics of poor oral reading. The chief lacks and wrong habits to be overcome by pupils poor in oral reading need to be well known to the teacher. The following outline gives a classification of errors and also the main lacks and wrong habits.

1. Classification of errors

a. Non-recognition of words

b. Errors in word recognition including:

(1) omission of letter (*hut* for *hunt*)

(2) insertion of letter (*once* for *one*)

(3) vowel error (*run* for *ran*)

(4) consonant error (*nail* for *mail*)

(5) reversal in sequence of letters (*for* for *of*)

(6) reversal of orientation (*b* for *p* or *d*) (*big* for *pig* or *dig*)

(7) substitution of vowel for consonant or vice versa (*house* for *horse*)

c. Insertion of words

d. Omission of words

e. Repetitions

- f. Mispronunciations
- 2. Lacks and wrong habits
 - a. Lack of attention to meaning
 - b. Over-dependence on context clues
 - c. Lack of grouping of words with adequate voice pauses between word groups
 - d. Short eye-voice span (distance eye is ahead of the voice)
 - e. Immature eye movements
 - f. Word-by-word reading

Main causes of poor oral reading. One important source of error is a too small reading vocabulary, or lack of word mastery for reading the material attempted. The third-grade child whose record is shown on page 13 is of this type. He entirely failed in recognizing the words *two*, *white*, *some*, and *mouse*. Continued attempts to read material containing too many difficult words for the reader will tend to set up the habit of repeating and may lead to other types of errors. The use of too difficult material, then, may be an important factor in the formation of bad habits in reading.

In many cases, however, the errors are not due to word difficulties. In some cases the child may not give adequate attention to the thought of the reading matter, becoming too absorbed in the mechanics of recognition and pronunciation and failing in the process of mental fusion. Such a child may read word by word. Aside from the lack of word mastery, the most common underlying cause of errors in oral reading, however, is a failure to group the words in the vocalization process and make an adequate pause at the end of each group

for accurate recognition of the next group. This is a lack of what Buswell has called rhythmical expression, which has been illustrated in Chapter IV, page 154. Too often the teacher thinks such a child is merely careless or lacks concentration, whereas she needs to be able to locate the particular habit or condition that causes the errors. A lack of rhythmical expression is also likely to result in improper breathing.

Refer to the oral reading record on page 13 and note the errors in the sixth line. This child is able to recognize nearly all the words when he takes time to look at them. But he failed to make a voice pause after saying "The nest." He said what happened to come into his mind without checking with his eyes. This same explanation can be applied to other errors, especially in the case of the last line. Many children tend to resort to repetitions when conscious of having made an error. The habit of repeating is generally formed because proper habits and skills are not consistently developed through the use of easy material.

Another source of error in oral reading is the failure to form the habit of consistent forward movement of the eyes in observing a word or line of reading matter. In the record on page 13, the error made in the first line of the last paragraph is probably due to the fact that the child actually saw the *f* first and then the *o*, and the word *for* came into his mind. If he had made an adequate voice pause after *home* and made sure of the whole next phrase, he would probably not have substituted *for* for *of*. Building upon rhythmical expression in oral reading with accompanying accuracy aids in establish-

ing the habit of consistent forward movement of the eyes.

Individual diagnosis. The first step is to secure an objective record of the child's oral reading. The best material to use in this connection is Gray's series of *Oral Reading Check Tests*.¹ The series of tests is arranged in sets as follows: Set I, grades one and two; Set II, grades two, three, and four; Set III, grades four, five, and six; Set IV, grades six, seven, and eight. Each set consists of five equivalent forms. They may be obtained in pads, each pad consisting of twenty copies of each of the five forms of a particular test.

Select Set I or II according to the reading ability of the child as shown in his reading of new primer, first-reader, and second-reader material. Conduct the test and record the errors exactly according to the directions coming with the test.

After obtaining the objective record study the results, taking into consideration also your observations of the pupil's reading that are not subject to objective records. Determine in so far as possible the nature of the child's difficulties and the causes.

If the record shows that the child had to be told a number of words, it is evident, of course, that he has a too small reading vocabulary and may lack the phonetic knowledge or ability to apply his phonetic knowledge in combination with other cues. Further light will be shed by giving the *Gates Reading Diagnosis Test*² consisting of (1) Oral Context-Reading, (2) Graded

¹ Public School Publishing Company, Bloomington, Illinois.

² Bureau of Publications, Teachers College, Columbia University, New York.

Word Pronunciation, (3) Tests of Word-Recognition Techniques (including knowledge of phonetic elements), and (4) Tests of Visual Perception. Or the teacher may give improvised word pronunciation and phonetic tests, utilizing any available material or using *Eye and Ear Fun*,¹ Books I and II. In connection with the problem of independence in word recognition a careful study of Chapter IX of this book will be helpful.

The records may show that the child's main difficulty does not lie in the field of lack of power and independence in word recognition. Instead of non-recognition of words being an important type of error, the record may show insertions or omission of words, repetitions, and various types of errors in word recognition named and illustrated in the outline on page 363. In this case the source of difficulty is likely to be a lack of rhythmical expression. In other words, the child does not sense the word groups according to meaning and does not express these as distinct units with a voice pause at the end of each unit. Such a case will appear to be a too fast, careless reader. He is likely to say what comes into his mind through context clues without checking with the eyes.

A case study in diagnosis and remedial practice. Figure 48 gives the record of a capital example of this type. This girl is from a well-to-do home and is bright. She was six and a half years old mentally when she entered the first grade. She had difficulty in beginning reading but was promoted regularly, and rightly so because she was capable of participating in the general program of activities with as much profit as the other children. It

¹ Webster Publishing Company, St. Louis, Missouri.

SET II—No. 2

There is an old stone house in my town. It is not far from my home. No other house^s is near it. There is a large yard and a wall around it. When it was new it was a very fine house. No one wants to live in it now.

The front door ^{was} is made of wood. It is now open. ^{This} There is no glass in the windows. ^{it} I can see into the house. It is dark and very dirty. There is nothing in it but an old white cat. She ^{does} goes there every day to catch rats and mice.

There are many trees around the house. I like to play there every day. The trees are green and pretty. They make the house very dark at night. ^{when} Then I can hear the wind in those tall pine trees. I do not like to go by that house at night.

FIG. 48.—Record of fifth-grade girl, I.Q. 113, on Gray's *Oral Reading Check Test*—12 errors.

has not been possible to determine the causes of her difficulty in beginning reading, but the main causes were probably subnormal development of the psychological functions involved in learning word forms, a tendency to nervous instability, and too difficult material in beginning reading including heavy vocabulary burden. The result was the development of over-dependence upon context clues and wrong habits of visual perception underlying her various types of inaccuracies in word recognition and extreme slowness in silent reading. Although she was intelligent and conscientious, her power of comprehension in work-type silent reading measured beginning fourth grade by the *Nelson Silent Reading Test*.

The type of remedial practice described in the next section on page 372 was advised. Easy third-grade material, *My Activity Book in Reading, No. 3*, was used at home for daily practice in oral reading under the direction of the mother. In one week of specialized individual practice she overcame the habit of repeating, made a fair beginning in rhythmical expression, and on another equivalent form of the same oral reading test reduced her errors to eight in comparison to twelve on the initial test. The practice was continued and at the end of the second test she made only five errors on a third form of the same test. At the end of the third week of practice she made only one error on still another form of the same test.

She was then given one of the five equivalent forms of Set III and made eight errors. More difficult practice material had been started a week previous. The material

selected is called "A Reading Game" and is in *Joyful Adventures*, the Webster Fourth Reader. The series consists of twelve units of two pages each. The reading unit is on the left-hand page and the comprehension test is on the right-hand page. During each practice period, the unit is used as a silent reading timed test according to the standard conditions indicated in the directions. Following the silent reading practice test for balancing speed and accuracy, the child was given opportunity to ask for help on any words causing difficulty. Her difficulty, however, was not in independence in word recognition, but in poor habits of perception resulting in errors.

Corrective instruction. A careful individual diagnosis is essential to the most effective corrective instruction. The child must be taken into the instructor's confidence and told and shown concretely what is causing the errors in oral reading. Easy material should be used at the beginning and encouragement given at every sign and evidence of improvement. An objective record of achievement and progress in this connection is important.

In case the records show lack of word mastery and of independence in attacking new words, instruction along this line should be a part of the corrective procedure. The writer found a dearth of material for individual practice for this purpose and therefore designed *Eye and Ear Fun*, Books I, II, and III. Similar material is included in the workbooks accompanying the Webster Readers. Sample pages are reproduced in reduced form in Chapter IX. These two series of workbooks, as well as others on the market, contain exercises for develop-

ing sharpness of perception of words commonly confused, such as those listed on pages 399–400. A number of samples of lessons of this type designed by teachers are given in Chapter IX.

Dr. Marion Monroe¹ gives helpful suggestions for remedial instruction in connection with errors in word recognition.

In addition to training for accuracy, fluency, and independence in word recognition, practice with simple material for building correct habits of perception and vocalization in oral reading is important. If the child is an accurate oral reader but reads word by word, his attention should be directed to the meaning of the content. Have him observe carefully oral reading in which there is good expression of the meaning. Provide practice in reading to one or more persons wholly dependent upon him for the meaning.

In a case where there is lack of rhythmical expression resulting in frequent errors because the child leaps before looking adequately, the writer has found the following type of practice very effective.

Obtain a workbook containing units of sequential reading matter of about a page each with a comprehension test following in each case. *My Activity Book in Reading*,² No. 2 and No. 3 are very good for this purpose. Two copies are needed, one for the child and one for the instructor. For the first lesson have the child

¹ Marion Monroe, *Children Who Cannot Read* (Chicago: The University of Chicago Press, 1932), pp. 116–136.

Marion Monroe, *Suggestions for Remedial Instruction in Reading* (Chicago: Institute for Juvenile Research), a pamphlet of 12 pages for 10 cents.

² Educational Printing House, Inc., Columbus, Ohio.

read the first story silently and do the comprehension test that follows to obtain familiarity with the material and direct attention to the thought of the content. Aid the child with any words that cause difficulty. Then take the child's copy and give him your copy. Ask him to read the story aloud. Record the errors according to Gray's plan as he reads. Discuss with the child the causes of the errors made. Explain to him that he does not make sufficient voice pause at the end of a word group before beginning to say the next word group. Make clear to him the idea of word groups according to thought and the location of the voice pauses by making light vertical lines as shown in the excerpt that follows:

The Surprise Toad

Some children/ in a school room/ had a
pet toad/ in a box/ of earth. One day/ the
toad/ was gone./ The children/ looked and
looked/ for it. But/ the toad/ could not be
found/ any place.

One warm/ spring day,/ Mary/ saw a head/
sticking out/ of the earth. She called/ the
other children/ to come.

Now/ Mr. Toad/ was sitting/ on top/ of the
earth./ He/ had had a long/ long sleep./ What/
a surprise/ he had given/ the children.

Let the child practice reading some material with the lines drawn to show the pauses after you have read it to illustrate further the idea of the pauses. At first exaggerate the pauses and have him make long voice pauses. Reading in concert with the instructor is sometimes advisable. The next step is to have the child draw the lines. Keep this up until the child gets the idea of word groups according to thought.

For several days have the child read the selections in the workbook orally with the lines drawn after the unit has been read silently and the comprehension test has been taken. Brooks¹ recommends this type of practice for overcoming unsuitable breathing habits.

When improvement is evident and it seems advisable, discontinue the drawing of lines to show the location of the voice pauses, thus applying the principle that a crutch should be removed as soon as possible.

Follow each oral reading and recording of errors with a friendly discussion of why each error was made. At intervals of one or two weeks give a new form of Gray's *Oral Reading Check Test* as a standardized measure of progress. For each test count the errors and record the number on the test paper. The same should be done in the case of the daily tests.

The writer has never yet found a poor oral reader who did not develop reasonable accuracy in oral reading through this plan of corrective instruction.

A record of improvement in regular classrooms. While the best results will be obtained by individual

¹ Fowler D. Brooks, *The Applied Psychology of Reading* (New York: D. Appleton and Company, 1926).

corrective instruction in private, much can be accomplished by the regular classroom teacher by special practice with those poor in oral reading. Table XII gives the progress records of twenty-eight pupils given special attention by the classroom teachers as a part of the reading program.

TABLE XII. NUMBER OF ERRORS MADE BY 28 POOR ORAL READERS IN 7 THIRD-GRADE CLASSES, READING GRAY'S *ORAL READING CHECK TESTS*, SET II, AT INTERVALS OF THREE WEEKS WITH REMEDIAL INSTRUCTION BETWEEN

Child No.	Form 1	Form 2	Form 3	Form 4	Form 5
1	49	40	33	19	27
2	—	34	28	17	17
3	32	14	8	8	—
4	—	30	25	15	14
5	25	26	16	13	—
6	25	16	15	13	11
7	—	24	25	20	10
8	24	29	9	5	7
9	24	13	4	3	2
10	—	24	12	7	6
11	22	27	6	9	13
12	21	21	10	6	6
13	21	17	12	11	—
14	20	13	9	7	6
15	19	18	4	8	4
16	19	17	9	11	7
17	—	19	8	7	7
18	15	13	6	5	5
19	15	7	4	7	—
20	14	4	3	1	1
21	—	14	1	2	3
22	13	10	5	3	5
23	—	13	6	4	4
24	12	5	3	0	1
25	10	13	4	1	4
26	10	8	2	4	1
27	10	6	8	5	2
28	—	10	5	4	3

F. PRACTICE LESSONS IN SILENT READING¹

In the group interpretive reading and in the audience reading activities the foundation for proper eye-movement habits, good oral reading, and comprehension and interpretation are laid. The individual recreative reading gives valuable practice for fluency in silent reading and for enlargement of vocabulary. In addition to these types of reading activities or lessons, some pupils need special practice for developing speed in recreative or cursory silent reading; for developing speed, accuracy, and power in work-type or study reading; for balancing speed and accuracy; and for developing specific abilities in reading for different purposes or in reading different types of material.

Developing speed with comprehension in story reading. An important foundation to speed in silent reading is accuracy, fluency, and independence in word recognition and fluent, accurate, rhythmical oral reading. These accomplishments insure a proper beginning in establishing mature eye-movement habits in silent reading. In the earliest stages oral reading is as fast or faster than silent reading. As shown in the graph at the beginning of this chapter, the rate of silent reading surpasses the rate of oral reading rather early and exceeds the rate of oral reading increasingly as the reading habits become more and more mature. But much practice in reading for fun and in specialized class practice in silent reading greatly aids such development.

¹ For supplementary reading in this connection see *The Applied Psychology of Reading*, by F. D. Brooks (New York: Appleton-Century Company, 1926), chap. xiv.

Two methods for special practice have been devised in connection with two series of silent readers. In the manual of the teacher's edition of "The Silent Reading Hour"¹ (First, Second, and Third Readers), Buswell outlines a technique for teaching silent reading. The material in the readers is mainly true-to-fact narratives written specially for these books by various writers of children's literature. He discusses the procedure under the headings:

Secure a correct silent reading attitude.

Motivate by interest in a new content.

Read the entire selection without stopping.

Emphasize first the main events in the selection.

Concerning vocabulary preparation, Dr. Buswell says, "The word list at the back of the book gives the new words that appear on each page. The meaning of these words should be given the children before they start to read the story." Even though these books were published a good many years ago they are recommended for practice material for increasing rate in the silent reading of stories.

In "Stone's Silent Reading,"² Books II and III, will be found stories specially arranged for use in practice for speed. The plan is explained in "Suggestions to Teachers" in the fore part of each book under the heading, "Story-reading: Speed Drills." Each story is divided into sections or reading stretches with an illustration at the end of each section. The following is the explanation of the plan of procedure:

¹ Buswell and Wheeler, *The Silent Reading Hour* (Chicago: Wheeler Publishing Company, 1923).

² Houghton Mifflin Company, Boston.

These stories are specially adapted to rapid reading and have been specially sectioned and arranged by pages for a particular procedure. Following out the general suggestions for the preparatory step, arouse the children's interest in the story they are going to read. In each case the whole story should be completed in one reading period. The story is read silently by the pupils, in class, section by section. Each pupil stands as he finishes reading the first section. As soon as most of the pupils are standing, have a brief comprehension checkup. Follow the same plan for each section. This plan provides an urge for the pupils to read rapidly and makes it easy to discover the too rapid, careless reader as well as the slow, laborious reader. Advise the slow reader to find out whether or not, by reading faster, he can understand the story better. An exhibition of the poor comprehension of the too rapid, careless reader will usually be effective in causing him to read with more attention to the thought.

The comprehension check-up on each section should be brief and should emphasize the main point of the section. This check-up will help to give the poor readers the run of the story and make it possible for them to read the next section faster and comprehend it better. Before beginning the next section raise a leading question to provide a motive for finding out what happens in the next section. More time should be spent in the actual silent reading than in the questioning and discussion. The idea is to move rapidly through the story, section by section.

Unfortunately teachers using silent readers too often do not become familiar with the procedures indicated in the suggestions but simply use the material in a general type of procedure including consecutive oral reading. When the teacher has available material specially organized and arranged for achieving a particular objec-

tive by a specified practice plan, she will do well to follow the procedure outlined, just as she would in giving a standardized test.

Work-type exercises for improving accuracy and fullness of comprehension. In many reading books new-type tests are provided at the end of selections, utilizing the true-false, multiple-choice, recall, completion, and matching responses.

In addition some authors of reading books include unit exercises for practice in silent reading. The riddle type of unit exercise is more commonly found in reading books. The following selection from the Webster Primer is typical.

What Am I?

I am in a tree.

I can fly.

I can sing.

What am I?

I can run.

I can go up a tree.

Meow! Meow!

What am I?

I run and jump.

I can bring the ball.

Bow-wow! Bow-wow!

What am I?

The following illustrates the unit exercise involving silent reading followed by the dramatic-action response and is taken from *Stone's Silent Reading*, Book I:

PLAYING ANIMAL

1. Play you are a bear.
Run and say, "G-r-r-r-r-r."
2. Play you are a hen.
Walk and say, "Cluck, cluck."
3. Play you are a bird.
Fly and sing.
4. Play you are a kitty.
Play with the ball and roll it.
5. Play you are a dog.
Run around a chair.
6. Play you are a duck.
Walk like a duck and say,
"Quack, quack,—quack, quack."

Below is a type of unit exercise in silent reading employing a telling response, which children enjoy. The material is reproduced from *Stone's Silent Reading, Book II*:

FIND WHAT IS WRONG

1. Mary went to the store. She bought a bottle of milk. She poured it into her basket.
2. Little Boy Blue was tired and lay down under a tree. He fell asleep. He saw the sheep in the meadow and the cows in the corn.
3. Betty had wheat cakes for breakfast. She put a lot of salt on them. They tasted very sweet.
4. The ice man had a piece of ice. He carried it into the kitchen. Then he poured it into the ice box.
5. Mary closed her purse. She took out five pennies. Then she opened her purse.

Informative selections organized for practice in work-type reading and study. Various series of work-type

readers and to some extent general basal series include informative selections of the non-narrative type followed by practice or test exercises. Horn's "Learn-to-Study Readers" are excellent in this connection and are listed in Chapter II as follows: First Lessons, Level IV; Book I, Level VI; Book II, Level VIII. *Stone's Silent Reading*, Book II is listed for Level VII. The following is one of a series of informative units contained therein and reproduced without the illustrations:

OUR HELPERS

How does the postman help us?

The postman brings us letters from our friends. He walks from house to house with the mail in a large bag under his arm. He wears a gray-blue suit and a cap. He has a whistle. In some cities he blows the whistle when he leaves mail. We like to run out to the mail box to see how many letters we have.

1. What does the postman bring us?
2. Where does he carry the mail?
3. What does he do when he leaves us some mail?
4. When he blows his whistle, what do we do? ✓

Standardized practice exercises for special purposes.

As we advance into the higher levels of reading in the primary grades, children read an increasing variety of material and read for more varied purposes. Consequently, specific skills in silent reading become more important. The importance of balancing speed and accuracy also becomes important. There is need for ability to read a whole selection and correctly comprehend the significance, meaning, or impression of the whole. There is also the need for ability to note details and verify the correctness of impressions in this respect.

III A

You have seen pictures of Santa's reindeer. In the far north reindeer are very useful animals.

They take the place of horses, cows, goats, and sheep. They are able to draw heavy loads over the frozen snow at ten miles an hour. Their flesh is used for meat. Clothing is made from the skins. Reindeer also give good milk.

The reindeer can find its own food even in winter. It clears away the snow with its antlers and hoofs. The food it finds is called reindeer moss.

In Alaska there are many herds of reindeer which belong to our country. You know Alaska belongs to the United States. The Eskimos take care of the herds of reindeer for the United States, and in return are given some reindeer as pay.

It has been well said, "A reindeer herd is an Eskimo's bank account."

- I. Choose the best title for this story.
 - (1) Santa's Reindeer
 - (2) The Far North
 - (3) The Reindeer of the Far North
 - (4) Alaska and the Eskimos
- II. Where do we find the reindeer?
 - (1) at the north star
 - (2) wherever there is snow
 - (3) in the far north
 - (4) with mountain goats
- III. Which word best fits the reindeer?
 - (1) useless
 - (2) useful
 - (3) mean
 - (4) frozen
- IV. What is the reindeer's winter food called?
 - (1) antlers
 - (2) a bank account
 - (3) heavy loads
 - (4) reindeer moss

A Reading Game

This page is to be used with pages 186-221 in the reader.
Write in the blank space 1, 2, 3, or 4 to show answer. Later
cross out wrong ones:

IA: I. ~~2~~ II. ~~4~~ III. ~~3~~ IV. ~~1~~ V. ~~3~~ 1 Number right
IIA: I. ~~1~~ II. ~~3~~ III. ~~2~~ IV. ~~1~~ V. ~~1~~ 2 Number right
IIIA: I. ~~3~~ II. ~~3~~ III. ~~1~~ IV. ~~4~~ V. ~~3~~ 2 Number right
IIIA: I. ~~3~~ II. ~~1~~ III. ~~3~~ IV. ~~3~~ V. ~~2~~ 4 Number right
..... 9 Total right

IB: I. ~~3~~ II. ~~4~~ III. ~~4~~ IV. ~~3~~ V. ~~2~~ 4 Number right
IIB: I. ~~2~~ II. ~~4~~ III. ~~1~~ IV. ~~1~~ V. ~~4~~ 4 Number right
IIIB: I. ~~3~~ II. ~~4~~ III. ~~1~~ IV. ~~3~~ V. ~~1~~ 2 Number right
IIVB: I. ~~3~~ II. ~~3~~ III. ~~2~~ IV. V. 3 Number right
..... 13 Total right

IC: I. ~~4~~ II. ~~2~~ III. ~~4~~ IV. ~~2~~ V. ~~4~~ 5 Number right
IIC: I. ~~2~~ II. ~~1~~ III. ~~1~~ IV. ~~4~~ V. ~~4~~ 4 Number right
IIIC: I. ~~2~~ II. ~~1~~ III. ~~4~~ IV. ~~2~~ V. ~~4~~ 4 Number right
IIIC: I. ~~4~~ II. ~~3~~ III. ~~1~~ IV. ~~4~~ V. ~~2~~ 4 Number right
Color the square showing total right. 17 Total right

A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
B	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

FIG. 49.—Reproduction (reduced) of page 81 of *Work and Test Book for Joyful Reading*, Second Reader of "Webster Readers."

Unfortunately very little material in the way of standardized exercises for practice to improve specific skills in silent reading has been published, especially material with an objective progress record.

Pages 381 and 382 show one of a series of twelve practice units in the Webster Third Reader (*New Trails in Reading*), entitled "A Reading Game" and suitable for Level VIII.

The exercise is conducted each day as a timed test and a record sheet is kept by each child showing progress. The functions of such a series of exercises are as follows:

1. To develop accuracy and fluency together.
2. To develop ability to grasp the total meaning or impression quickly, which involves an organization ability.
3. To develop ability to locate detailed items of information quickly, an important skill in study reading.
4. To develop the habit of verification in work-type reading to insure accuracy.

Samples of a child's progress record. The Webster Second Reader (*Joyful Reading*) contains a similar series of practice exercises. On page 383 is reproduced in reduced size the progress record of a third-grade child, showing improvement in this series of exercises.

G. INDIVIDUAL RECREATIVE READING

The higher the level of growth in reading in the elementary school, the more important independent reading becomes. In the primary grades this type of reading activity is best handled in the classroom through the

use of the classroom library and under the regular teacher's immediate guidance.

Teacher's aims. The teacher's aims in planning for the individual recreative reading and related activities should be as follows:

1. To stimulate a desire on the part of each child to read independently for the mere joy of it.

2. To develop the habit of regular, independent, recreative reading of varied and desirable types.

3. To provide opportunities for the children to obtain materials for recreative reading to be done during spare time at school and possibly at home also.

4. To provide experiences in selecting, withdrawing, and returning books as a step leading to the use of the school and public libraries.

5. To provide opportunities for a certain amount of browsing as a preliminary to book selection.

6. To determine the guidance needs of the children with respect to their habits of reading and what they read.

Intrinsic versus non-intrinsic interest. To stimulate interest in individual reading teachers sometimes keep a wall-chart record to indicate the number of books read by each child. By these teachers the question is often raised as to how one is to find time to test each child to make sure that the child has read the book reported. The answer to such a situation is that the teacher should depend upon intrinsic interest rather than derived interest to stimulate the free, voluntary reading. Then it will not be necessary to test to find out if the book has been read. The idea that the child must be checked up

on all of his reading is out of harmony with the spirit of modern, progressive, creative education. In this connection McKee gives some valuable advice as follows:

There should be no questioning or quizzing of the children by the teacher concerning what has been read. . . . They should be encouraged to make comments on the selection, to tell about things that caught their interests. There must be no forced comments, no probing, no quizzing, and no insistence on verbal reactions. Merely give the children a chance to tell what they wish to tell. We must get away from the idea that no learning can go on unless teachers are asking questions and children are answering them.¹

All activities related to individual recreative reading should be upon a voluntary and pupil-choice basis rather than upon any basis of requirement and assignment. Avoid the artificial stimulus of records.

Range in difficulty of books for individual recreative reading. There should be a wide range of books for the individual recreative reading in the second and third grades because of the wide range in reading level found among the children. Usually some of the simplest books, such as those listed on pages 387-389, should be included in the classroom collection.

H. BOOKS FOR FREE INDIVIDUAL READING

A careful study of lists of books for free individual reading for grades two and three appearing in courses of study, method books, and manuals shows that these lists are rarely made with sufficient care. Too often the majority of the books listed for a particular grade, such as the second, cannot be read by the average

¹ Paul McKee, *Reading and Literature in the Elementary School* (Boston: Houghton Mifflin Company, 1934), p. 520.

reader in that grade; and especially too little attention has been paid to the inclusion of books which can be read independently by the poorer readers.

Every book in the lists that follow has been examined by the author and rated as to difficulty. The list for each grade has been grouped into three divisions as follows: (A) easy for the grade, (B) average for the grade, (C) difficult for the grade. Special pains have been taken to list for each grade books that can be read by the lower third in reading ability and that will be of interest to them. Likewise, a considerable list of books which will appeal to the upper third in reading ability is provided. Joy and fluency in reading are developed by providing an adequate supply of books of interest to each child and of the proper level of difficulty for him.

Following the list of books is a list of publishers. Each publisher is assigned a number. The number following the name of each book refers to the publisher of the book. Expensive books have not been listed.

Second Grade

A: Easy

Ashton, Minn P.: *Story-Book Tales* (3).

A simple edition of a number of well-known folk tales; attractively illustrated.

Blaisdell, Etta and Mary: *Boy Blue and His Friends* (14).

Utilizes Mother Goose characters and themes as a basis for simple interesting stories.

Culp, W. M.: *Jeremiah* (28).

Interesting artistic stories and verse in which a cat is the center of attraction.

Hardy, Majorie: *Wag and Puff* (30).

Interesting stories with a boy and his dog and a girl and her cat as leading characters.

Hervey, Walter L. and Hix, Melvin: *Friends on the Farm* (15).

Original cumulative animal tales: liberally illustrated in color.

LaRue, M. C.: *The Fun Book; Under the Story Tree* (17).

Simple fanciful stories very interesting to children; attractive illustrations.

Le Biron, Marion: *Jimmy Shoestring* (9).

A story of a puppy and his master, Tom Tiddle.

Lisson, Albert C., et al.: *Helen and Bob* (20).

Varied experiences of a boy and girl and also poems and stories which they like.

McElroy, Margaret J. and Younge, Jessica O.: *The Squirrel Tree* (1).

Varied experiences and activities of two children in relation to a family of squirrels in a tree.

McElroy, Margaret J. and Younge, Jessica O.: *Tatters* (1).

Dog experiences with imaginary conversations.

McElroy, Margaret J. and Younge, Jessica O.: *Toby Chipmunk* (1).

A fanciful story of the chipmunks in which a bear takes a part.

Patch, Edith M. and Howe, Harrison E.: *Hunting* (17).

A simple attractive book of nature readings.

Pickard, Eloise D.: *John and Jean* (1).

Simple stories of autumn, winter, and spring with West Wind, North Wind, and South Wind depicted as fairy guides; liberally illustrated in color.

Serl, Emma: *Johnny and Jenny Rabbit* (1).

Fanciful stories with conversational and repetitive features prominent.

Silvester, M. Genevieve: *Happy Hour Stories* (1).

Amusing fanciful stories with some classical verse interspersed; original stories of the repetitive type.

Smart, Bertha B., et al.: *Circus Fun* (23).

Two boys and a girl go to see the circus unload, watch the parade, and go to the circus; good illustrations.

Tippet, James A.: *The Singing Farmer* (32).

Very simple poems about farm animals; attractive illustrations.

B: Average

Browne, Carman (illustrator): *My Book of Pets* (27).

On the right is a full-page picture in color and on the left page is a rime about the pet appearing in the picture; linen, 14 pages.

Clark, Bertha: *Belle River Friends in Wings and Feathers* (16).

Experiences of four children of long ago on a river farm; attractively illustrated.

Craik, G. M. (edited by Snidelar): *Bow-Wow and Mew-Mew* (3).

Typical experiences of a cat and a dog with considerable imaginary conversation.

Dearborn, Blanche J.: *Aleck and His Friends* (11).

Health stories in simple vocabulary and short sentences made interesting.

Fox, Florence C.: *Indian Primer* (1).

Five types of Indian life portrayed simply; photographs of Indian life.

Hill, Helen and Maxwell, Violet: *Charlie and His Kitten Tops* (17).

A fanciful story with magic surprises; one of "The Little Library" series.

LaRue, M. C.: *In Animal Land* (17).

Very interesting fanciful stories; attractively illustrated.

Lefevre, E.: *The Cock, the Mouse, and the Little Red Hen* (12).

Lucia, Rose: *Peter and Polly in Autumn; Peter and Polly in Winter; Peter and Polly in Spring; Peter and Polly in Summer* (1).

Written in conversational style; interesting experiential and informative material woven into everyday life stories.

Muter, Gladys U.: *About Bunnies* (27).

A clever cumulative story of bunnies eating the vegetables in the garden of a rich man who never ate vegetables; a full-page illustration in color for each page unit; linen.

Richardson, F. (Illustrator): *Billy's Farm Friends* (27).

A story of Billy's visit to his grandmother's farm with a full-page illustration for each page unit; linen.

Serl, Emma: *In Rabbitville* (1).

With rabbits as characters, typical life experiences of children and adults are portrayed; liberally and excellently illustrated in two colors.

Smith, Gertrude: *Arabella and Araminta Stories* (6).

Experiences of a pair of twins uniquely related in a repetitive style which children like.

Smith, Laura R.: *Bunny Bright-Eyes* (9).

Fanciful stories of varied exciting experiences of Bunny.

Troxell, Eleanor: *Pammy and His Friends* (24).

Real life stories in which a pet lamb is the center of interest; other pets are introduced in the last third of the book.

C: More Difficult

Adams, S. W.: *Five Little Friends* (17).

Interesting activities and experiences of five children at school and during vacation; well written; excellent illustrations.

Dalglish, Alice: *The Little Wooden Farmer* (17).

Two fanciful stories, one with the scene laid on a farm and one with the scene in the jungle; very attractive illustrations in four colors.

Darky, Frances M.: *Jack and Susan Stories* (17).

True stories of children's activities outdoors; attractively illustrated.

Dussauze, Alice: *Little Jack Rabbit* (17).

Interesting portrayal of rabbit experiences; In "The Little Library" series.

Grimm: *The Bremen Band* (17).

One of the "Happy Hour Books."

Hogan, Inez: *The White Kitten and The Blue Plate* (17).

A fanciful story beautifully illustrated.

Matthews, Florence E. and Coffin, Rebecca J.: *City Stories* (17).

The stories and verse were developed in the classroom following visits to the harbor, engine house, etc.

Morcomb, Margaret E.: *Red Feather* (16).

A favorite Indian story book.

Patch, Edith M. and Howe, Harrison E.: *Outdoor Visits* (17).

Interesting nature readings.

Read, Helen S.: *An Airplane Ride; A Story about Boats; An Engine's Story; Jim and the Fireman* (24).

These social-science readers provide attractive informative reading with full page illustrations.

Richey, Emma C.: *Stories of Animal Village* (3).

Six fanciful animal stories including one in rime, and a story about a little girl and a magic nickel.

Williamson, H.: *A Monkey Tale* (7).

A brief jungle story abundantly and cleverly illustrated.

Winfrey, Guy: *Bunny Bearskin* (4).

An amusing fanciful story of a bunny that appropriated a bearskin; a book of unusual quality of illustrations, paper, and typography.

Wright, Isa L.: *With the Little Folks* (11).

Clever fanciful stories.

Third Grade

A: Easy

Bannerman, Helen: *The Story of Little Black Sambo* (26).

A humorous jungle story cleverly illustrated in color; a small-sized book.

Clark, Bertha: *The Climbing Twins and Other Stories* (10).

Original short stories in simple vocabulary and sentences.

Craig, Lillian K.: *The Curious Car* (5).

Magical surprise stories in simple vocabulary.

Deming, There O.: *The Indians in Winter Camp* (13).

Experiences of an Indian boy who goes with his tribe to winter camp, told in the true spirit and atmosphere of Indian life; liberally illustrated in water-color reproductions.

Dootson, Lily L.: *A Riddle Book* (22).

Attractively illustrated in silhouette.

Hart, Ruby: *In the Woods* (27).

Attractive animal pictures with explanatory sentences and accompanying verses; linen, 14 pages.

Lawson, Edith W.: *A Pet Reader* (3).

Short simple true stories about various kinds of pets.

Nida, W. L.: *The Tree Boys* (13).

Exciting experiences of two tree-dweller boys with the wild animals playing a prominent part; attractively illustrated.

Perkins, Lucy Fitch: *The Dutch Twins Primer* (11).

Typical experiences of two Dutch children with humor pervading throughout; liberally illustrated by clever drawings.

Richardson, F. (Illustrator): *The Story of Peter Rabbit* (31).

One of the "Cheerie Series," inexpensive illustrated booklets.

Serl, Emma: *In Fable Land* (25).

Well-known fables related in simple and interesting style; illustrations in black and white.

Walker, Hattie A.: *Shining Star, The Indian Boy* (3).

Portrays the customs and habits of various Indian tribes from New York to the Southwest; short sentences and simple vocabulary; attractive illustrations.

Walker, Hattie A.: *The Snow Children* (3).

A very simple account of a trip to Eskimo Land portraying the autumn, winter, spring, and summer life with the animal element prominent; attractively illustrated in two colors.

Wright, Alan: *The Story of the Saucy Squirrel* (12).

The squirrel tells of his experiences and impressions of the birds and animals.

(See the middle division of the second grade list.)

B: Average

Ayer, Jean Y. et al.: *Everyday Stories* (17).

Stories not commonly appearing in school readers; attractively illustrated in color.

Bianco, Margery W.: *The Little Wooden Doll* (17).

A fanciful story of what happened to a little wooden doll; "The Little Library" series.

Chance, Lula M.: *Little Folks of Many Lands* (10).

Portrays Indian, Eskimo, Holland, African, Arabian, Filipino, and Japanese life with a child in each case as the center of interest.

Clark, Marjory: *Poppy Seed Cakes* (7).

True-to-fact stories from the Russian; abundantly illustrated.

Dalkeith, Lena: *Animals of Other Lands* (19).

Informative selections written in an interesting style; illustrated in black and white.

Donahey, William and Baker, Effie E.: *The Teenie Weenies* (3).

Interesting life experiences of imaginary little folk; attractively illustrated.

Gioogo-Grishima, N. J.: *Sparrow House* (36).

A fanciful story by a Russian.

Grover, E. O.: *The Overall Boys in Switzerland* (22).

Well planned illustrations in color; interesting information portrayed in travelogue form.

Jordan, David Starr: *Book of Knight and Barbara* (3).

Fanciful stories originally told by the author to his children; illustrated with drawings by the children.

Lewis, Mary R.: *At the Zoo* (19).

Based on trips with children to the New York Zoo; small-sized book with 23 full-page illustrations in color.

Nida, W. L.: *Fleefoot, the Cave Boy* (13).

Interesting experiences of the cave people with the wild animals playing a prominent part; attractively illustrated.

Orton, Helen F.: *Bobby of Cloverfield Farm* (26).

The story portrays in an interesting way typical farm experiences of a boy and his dog.

Potter, B.: *The Tale of Squirrel Nutkin* (29).

One of a series of small-sized books cleverly illustrated.

Rae, John: *Children at Play in Many Lands* (27).

Rimes with large excellent illustrations; large pages; linen cover.

Rice, Lucia W.: *The Box in the Sand* (10).

True-to-fact experiences of a family including vacation adventures and the unraveling of the mystery surrounding a money box found in the sand.

Rickert, E.: *Bojab's Tree* (7).

A fanciful animal story.

Scantlebury, Elizabeth E.: *Little World Children* (10).

Real life stories with short simple sentences: Desert, Eskimo, Japan, Holland, Switzerland, China, Indian, Colonial.

Sherman, James W.: *Out in the Kitchen; The Gay Kitchen* (14).

Fanciful, amusing, nonsense happenings in the kitchen in which the talkative table, the military clothespins, the timid feather duster, and the ticklish icebox play their parts.

Smith, Mary E.: *Eskimo Stories* (22).

A favorite book especially with boys.

Vanderveer, Helen: *Little Slam Bang* (27).

A fanciful comical jungle story with a young elephant as the center of interest.

Wilson, Gilbert L.: *Myths of the Red Children* (10).

These stories of magic and wonder selected from reliable sources are re-told in simple language with short sentences and illustrated by drawings claimed to be correct archeologically.

(See the third division of the second grade list.)

C: More Difficult

Baker, Margaret: *Noddy Goes A-Plowing* (8).

A humorous story elaborately illustrated in silhouettes.

Bernstein, Doris: *Judy's Ocean Voyage* (1).

Experiences of a little girl in going to New York and across the ocean in a great ship.

Botsford, Florence: *Picture Tales from the Italian* (26).

Italian folk tales told in simple language; excellent illustrations in black and white.

Colum, Padraic: *The Peep-Show Man* (17).

A story for a midsummer day, one for Halloween, and one for Easter.

Couples, Mrs. E. T.: *Three Wise Old Couples* (27).

A nonsense story in rime cleverly and beautifully illustrated.

Cowles, Julia D.: *Indian Nature Myths* (9).

Chosen for the purpose of showing how the Red Men accounted for the phenomena of nature and revealing the beauty of many of their misgivings.

Curtis, Mary I.: *Stories in Trees* (16).

Legendary tree stories and informative selections alternate; 14 full-page illustrations in color.

Fultz, Francis M.: *The Fly-Aways and Other Seed Travelers* (21).

Informative nature material written in a very interesting style and liberally illustrated with excellent photographic reproductions.

Grimm: *Bearskin* (27).

An attractively illustrated edition.

Hubbard, Eleanore M.: *The Cap That Mother Made* (27).

A delightful fanciful story cleverly illustrated in bright colors.

Justus, May: *At the Foot of Windy Low* (27).

A fanciful story of Simple Simon, who lived in the cabin playhouse at the foot of Windy Low and brought happiness to the children; 80 pages with 10 exquisite full-page illustrations in color.

Kuh, Charlotte: *The Motorman; The Engineer; The Postman; The Policeman; The Delivery Man* (17).

These "Happy Hour Books" provide excellent and attractive informative reading.

Macdonald, George: *The Light Princess* (17).

Story of the little princess who was so light she could not stay on the ground until the prince taught her the meaning of tears; attractive illustrations in black and white.

Macdonald, George: *The Princess and the Goblin* (17).

A classic in a moderate priced edition.

Meyer, Zoe: *The Sunshine Book* (14).

A true story of experiences of a boy and a girl and their dog; illustrated in black and white.

Minnich, Helen B.: *A Bright Book of Lights* (26).

Each right-hand page is an exquisite picture in three colors and each left-hand page is an informative paragraph fitting to the picture; thirty-six kinds of lights are portrayed.

Newell, David: *American Animals* (27).

Consists of pictures and verse.

Palmer, Adelaide: *Blacky Daw* (3).

The story of a pet crow; 24 full-page illustrations.

Patch, Edith M.: *Holiday Meadow; Holiday Pond* (17).

These charming stories centering about the meadow and the pond aid in developing appreciation of nature and incidentally convey much interesting information.

Perkins, Lucy Fitch: *The Dutch Twins* (11).

Dutch life and customs in Holland portrayed in picture and story.

Reynolds, Feza M.: *Shug the Pup* (3).

The story of a real dog given to two boys.

Skinner, Eleanor L. and Ada M.: *Merry Tales* (1).

Old folk tales and modern stories from various sources; short lines, liberal margins, and attractive illustrations.

Sloane, Anna B.: *Animal Pets from Far and Near* (3).

True stories with incidental information concerning nineteen different kinds of pets.

Smalley, Janet: *Plum to Plum Jam* (18).

A unique book, uniquely illustrated; stories of plum jam, snow, steel, cheese, etc. written in style of "The House That Jack Built."

Villinger, Lou: *Children of Our Wilds* (3).

True stories of real animals; photographic illustrations.

Weimier, Teresa and Jones, R. G.: *Chats in the Zoo* (22).

Imaginary conversation of children and animals in the Zoo; printed in dramatic form; considerable informative material; liberally illustrated with photographic reproductions.

Wiley, Belle: *Mewanee, The Little Indian Boy* (25).

Through the story of the son of a chief the war and peace life of the forest Indians is portrayed.

LIST OF PUBLISHERS

1. American Book Company, 100 Washington Square, New York City.

2. D. Appleton-Century Company, 29 W. 32nd St., New York City.

3. Beckley-Cardy Company, Chicago.

4. Milton Bradley Company, Springfield, Massachusetts.

5. Bruce Publishing Company, Milwaukee, Wisconsin.

6. Dodd, Mead & Co., Fourth Ave. and 30th St., New York City.

7. Doubleday, Doran & Co., Garden City, New York.
8. Duffield & Co., 211 E. 19th St., New York City.
9. A. Flanagan Company, 920 N. Franklin St., Chicago.
10. Ginn and Company, 15 Ashburton Place, Boston.
11. Houghton Mifflin Company, 2 Park St., Boston.
12. George W. Jacobs, 1628 Chestnut St., Philadelphia.
13. Laidlaw Brothers, 320 E. 21st St., Chicago.
14. Little, Brown & Co., 34 Beacon St., Boston.
15. Longmans, Green & Co., 55 Fifth Ave., New York City.
16. Lyons and Carnahan, 625 S. Wabash Ave., Chicago.
17. The Macmillan Company, 60 Fifth Ave., New York City.
18. William Morrow & Co., 303 Fifth Ave., New York City.
19. Thomas Nelson & Sons, 381 Fifth Ave., New York City.
20. F. A. Owen Publishing Company, Dansville, New York.
21. Public School Publishing Company, Bloomington, Illinois.
22. Rand, McNally & Company, 538 S. Clark St., Chicago.
23. Benjamin H. Sanborn Co., 50 Beacon St., Boston.
24. Charles Scribner's Sons, 597 Fifth Ave., New York City.
25. Silver, Burdett & Company, New York City.
26. Frederick A. Stokes, 443 Fourth Ave., New York City.
27. The P. F. Volland Company, Joliet, Ill.
28. Harr Wagner Publishing Company, 609 Mission St., San Francisco.
29. Frederick Warne, 26 E. 22nd St., New York City.
30. Wheeler Publishing Company, 2831 S. Park Way, Chicago.
31. John C. Winston Co., 1006 Arch St., Philadelphia.
32. World Book Company, Yonkers-on-Hudson, N. Y.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. Discuss the objectives set forth. Has any objective of importance been omitted? Has any objective been included which should not be?
2. Give examples of any observed reading expected or attempted by pupils in connection with other subjects or activities which appear to be clearly too difficult.
3. If possible, make an outline of types of reading activities, exercises, and lessons that will be an improvement on the one on page 348.
4. Report upon the results of any reading tests you have given or observed.

5. State the advantages and disadvantages of special grouping for reading within the room.

6. State the advantages and disadvantages of special reclassification for reading within a unit of three rooms.

7. Describe some reading lesson observed in which the material used was a story in a reader, and give a constructive criticism applying the principles set forth in section D.

8. Select a child who is a poor oral reader; give the Gray's *Oral Reading Check Test* and make a diagnosis; try corrective instruction, retesting once a week; and report the results.

9. Locate a good sample of a series of practice exercises with a progress record, exhibit the same, and explain the plan of procedure.

10. Observe a period devoted to activities related to individual recreative reading and describe what was done to stimulate interest in reading for fun.

11. Observe books available in a room for individual recreative reading and report upon the matter of range and suitability as to difficulty.

12. Read and report upon one of the following references in Part III of the selected bibliography: 22, 23, 31, 34, 36, 38, 56, 65, 78, 88, 96, 104, 116.

CHAPTER IX

DEVELOPING ACCURACY, FLUENCY, AND INDEPENDENCE IN WORD RECOGNITION

A. DEFICIENCY IN TRADITIONAL INSTRUCTION IN PHONICS

Systems of teaching phonics as the solution of the problem of independence in word recognition have been narrow, are open to criticism because of unfortunate attitudes and habits frequently acquired by the pupils, and show serious lacks in the face of recent developments in solving the problems of quickness, accuracy, and independence in word recognition.

Lack of training in visual accuracy. One lack in training in word recognition has been with respect to facility in seeing word forms quickly and accurately. Flash card exercises have helped somewhat, but they are costly in teacher time and do not solve the main problem of inaccuracies in word recognition in book reading. For example, here is a list of typical errors which children make in word recognition in book reading.

house for horse
want for went
big for pig
run for ran
on for no
of for for
where for when
farm for frame

sent for send
watching for which
carpet for cart
framing for farming
victoral for victrola
called for could
very for ever
crown for grown

small for *same*
they for *there*
much for *most*
long for *along*
nail for *mail*
saw for *was*
ball for *doll*
big for *dig*
with for *white*
from for *for*
now for *how*
roll for *ball*
left for *felt*

track for *tap*
once for *one*
blind for *bind*
scratching for *scarcely*
should for *could*
house for *home*
ever for *every*
blind for *build*
said for *saw*
their for *the*
fallen for *full*
hut for *hunt*
same for *sane*

Failure to train in left-to-right sequence. It will be noted in the lists of word confusions just given that a number of the errors are due to reversed sequence of letters, as *was* for *saw*, *for* for *from*, and *left* for *felt*. Training in the past has failed to recognize the importance of perception from left to right.

A faulty hunt-and-pick attack. Children are often advised to look for a known part in the word without reference to a sequential analysis of the word into its parts. It is evident that if a child looks for a known part in such words as *find* and *boat*, and sees *in* and *at*, he will be taking a road leading to failure. A complete analysis in sequence is what is needed.

Over-dependence upon teaching of phonograms. There has been over-dependence upon knowledge of phonograms as a means of solving word-recognition difficulties. Efforts have been made to select a minimum list of phonograms on the basis of frequency of occurrence in the primary reading vocabulary and on the basis of the regularity with which the phonogram, as it appears in the child's reading, has the sound learned

by the child. The insufficiency of such a plan has been shown by Professor A. I. Gates in Chapters II and IX in *New Methods in Primary Reading*. While there is an important body of knowledge which the child should acquire with reference to sounds of phonograms, the tendency in the past has been to rely too largely upon training the child to depend upon such knowledge together with analytical sounding and blending.

Analytic pronunciation. Analytical sounding of the parts of the word often results in failure of the child to blend the parts into a known whole and also interferes with the combined use of context or meaning clues and phonetic aids. The consensus of expert opinion now is that the analysis and blending in the case of one-syllable words should be visual and mental with inner speech aiding rather than separated sounding of the parts.

Too detailed analysis. An extreme result of traditional teaching of phonics is the habit of detailed analysis of the words until the child fails to observe total word forms or to break words into relatively large recognition units. The writer has observed several such children of normal intelligence in his relations with remedial cases. A nine-year-old boy would sound out each word in detailed fashion and then go back and read the sentence for its meaning. By this method he was able to make a third-grade score on a power test in comprehension but with an enormous waste of time.

Lack of training in versatility. Probably the most important weakness in traditional methods is the lack of training in versatility in the combined use of two or

more of the following aids to recognition: context clues, word-form clues, word analysis, and phonetic knowledge. This lack has been due partly to the plan of applying phonetic knowledge through analytic sounding, which results in a slow, laborious, and often detailed procedure. In such an analysis conditions are not favorable for visual aids and meaning or context clues to play their part in setting off recognition.

Lack in upper reaches of phonetic instruction. Another serious lack has been a failure to train children to divide polysyllabic words into syllables, applying their phonetic knowledge in recognizing the syllables. Training in phonetic analysis has usually been conceived with reference to beginning reading and has failed to provide advanced types of training especially helpful in the third and fourth grades.

B. ESSENTIAL FOUNDATIONS

Instruction according to needs. Some children easily learn and acquire fluency, accuracy, and independence in word recognition incidentally, without systematic instruction. Such children should be provided with opportunities for recreative reading while those who need additional special instruction are taught. The stage or level in reading of the group of children rather than grade placement should determine the skill and habit objectives and the phonetic knowledge taught. Consequently, instruction in phonics, as a rule, should be by groups rather than with the room of children as a whole.

Eye training and ear training. Eye training is quite as important as ear training and, in so far as possible, ear

training and eye training should be integrated. Ear training that is entirely auditory (without visual symbols before the child) may precede instruction in the sounds of letters and letter combinations.

Left-to-right perception. Consistent left-to-right perception of word forms is essential to accuracy in word recognition. No practice should be introduced which interferes with the establishment of this habit. Practices which aid in establishing this habit are especially desirable.

Various aids to word recognition. There are three main types of aids which the child may utilize in recognizing words; namely, meaning or context including pictures, visual aids (word-form clues and visual analysis into parts), and phonetic knowledge.

Visual-auditory. The teaching of sounds of letters and larger elements of words should be delayed until at least 100 sight words have been learned and considerable primer reading has been done. During this time the child should learn to recognize words on the basis of word-form clues, context clues, and visual analysis of simple derived forms of known base forms. Thus training of the visual functions precedes training in auditory functions as an aid in word recognition.

Increased stock of sight words. Words of importance in children's reading originally recognized by context clues, visual analysis, and application of phonetic knowledge should eventually become sight words for the child in order that there may be adequate growth in fluency or speed in reading.

Teaching and applying sounds of new elements. The sound of a new phonetic element should be derived

from known words and then the acquired knowledge applied as an aid in recognizing new words. Such application should not only take place in connection with lists of words, but also in connection with story reading and specially organized comprehension exercises for intrinsic phonetic instruction.

Vowel sounds. Since the vowel sounds and the rules governing the long and short sounds of vowels are important in recognition and correct pronunciation of polysyllabic words, the course should make adequate provision for continued instruction related to vowel sounds after such instruction is introduced.

Word confusions. The course should be so planned as to prevent and overcome recognition errors arising from confusion of words similar in form such as consonant errors (*sent* for *send*); vowel errors (*big* for *beg*); reversal errors (*was* for *saw* and *big* for *pig* or *dig*); insertions (*stand* for *sand*); omissions (*sand* for *stand*).

Versatility. Instead of establishing one habit of attack in case of word-recognition difficulty, the aim should be skill in the use of various aids, and versatility in combining aids and sensing what aids are appropriate in a particular case. Over-dependence on any type of aid should be avoided.

Method of word analysis. The procedure in case of word-recognition difficulty of the child should be that of inspectional analysis and blending through mental and inner speech functions. The child should not form the habit of separate sounding or analytical pronunciation in the case of one-syllable words. After the child has acquired adequate phonetic knowledge he should

be trained to focus upon the initial letter or letters, getting in mind the initial sound (or motor equivalent); then to look forward to see the remaining part of the word; then to return the eyes to the beginning of the word and say the word as a whole. In case the child does not succeed, it may be advisable for the teacher to ask him to sound the beginning of the word, the initial consonant, consonants, or syllable.

Separate pronunciation of the parts of a one-syllable word, a common procedure in traditional phonetic systems, has more disadvantages than advantages. It is a too long-drawn-out process for successful and ready blending. Too often the child tears the word apart orally and cannot get it together again.

Syllabication and analysis of polysyllabic words. In the upper reaches of word analysis as an aid to recognition, skill in syllabication is important. In developing such skill pronunciation by syllables at times will be helpful.

Continued use of aids introduced. At each succeeding stage or level, the aids to recognition previously introduced should be used. The use of meaning or context clues should be continued indefinitely. Visual analysis of derived forms should be continued with increasingly difficult derived forms. Care should be taken that the children continue to recognize known sight words by word-form clues rather than by application of phonetic analysis.

Sequence and application. The course should be so planned that each step will readily combine with the recognition aids previously taught and consequently be

immediately applied by the children in the daily reading under the guidance of the teacher. The course should progress gradually from easy phonetic words to more difficult ones, from phonetic analysis of one-syllable words to the analysis of two-syllable words and then to three-syllable words.

Initial consonants taught first. The question as to what elements should be taught first in phonetic instruction must be answered on the basis of the preceding principle. The initial consonant sound most readily combines with the context clue which the child has learned to use. In some cases knowledge of the sound of the initial letter or letter combination will enable the child to check his context guess, as in the case of *hen* and *chicken*. In other cases, thinking the sound or motor equivalent of the initial letter combined with context suggestions will enable the child to solve the word-recognition difficulty.

The objection may be raised that most of the consonants really cannot be sounded separately, that they merely tell how the syllable is to be begun or ended. But each initial consonant does have a motor equivalent in terms of the organs of speech and especially the placement of the tongue and the lips. This motor equivalent rather than the sound should be stressed. In deriving the sound or motor equivalent for initial consonants it may be necessary for the teacher to exaggerate the sound or placement of speech organs, but children should not be taught to give false sounds of consonants such as *luh* for *l*.

Teaching the sound or motor equivalent of initial consonants first has the added advantage of aiding in

the further establishment of consistent left-to-right perception of the word form.

Non-intrinsic and intrinsic instruction and learning. Training in the mechanical aspects of word recognition in traditional teaching of phonics is separated from thought getting. The procedure involves developmental teaching of the sound or pronunciation of each of many elements that more or less frequently are component parts of words, training in phonetic or pronunciation analysis of the word by parts, and in blending the parts and pronouncing the whole, and also practice in pronouncing lists of words arranged into families or grouped according to identity of some phonetic element.

Gates is the originator of what he has called the "intrinsic method" of developing phonetic ability and skill in word perception, in contrast to the phonogram-word-study method. He says, "In a sound system, the 'mechanical' and 'thought-getting' training will not be separated but combined."¹ According to his theory the skills in word perception and analysis, and the phonetic knowledge and ability to apply it should be a "natural and necessary" outcome of "thought-getting" activities. He has described² and illustrated three types of activities designed to develop, in the intrinsic manner, skills in word recognition: rimes, the word-picture dictionary, and units of work-play or comprehension exercises.

While Gates prefers to depend entirely upon intrinsic methods, most other authorities in recent method books

¹ A. I. Gates, *Interest and Ability in Reading* (New York: The Macmillan Company, 1930), p. 204.

² A. I. Gates, *Improvement of Reading* (New York: The Macmillan Company), 1935 ed., pp. 293-313.

and reader manuals favor non-intrinsic as well as intrinsic instruction for independence in word recognition.

The writer has serious doubts that the devices described and illustrated by Gates will provide adequate special instruction for fluency, accuracy, and independence in word recognition for pupils who do not readily acquire facility in word recognition. But intrinsic instruction is important, and the skills which function together in reading must be exercised together in the specialized training. The specialized instruction should be largely intrinsic.

On the other hand, non-intrinsic instruction has distinct advantage in certain phases of phonetic instruction and in certain types of vocabulary preparation for the reading selection. In teaching the sounds of letters and other elements by deriving them from known words, the most practical and effective procedure is the use of words or word lists upon the blackboard. This plan constitutes the use of the non-intrinsic procedure in the developmental stages of phonetic instruction. But practice should be of the intrinsic type. After the child learns the initial consonants and digraphs, such as *ch*, *sh*, and *wh*, he can get a new word by combining the context clue and the sound or motor equivalent of the initial consonant or consonant digraph. Also the listing of new words underneath known words identical except for the initial element, in self-help preparatory exercises, provides a non-intrinsic type of learning that is of distinct value.

Illustrations of both the intrinsic and the non-intrinsic type of special training for accuracy, fluency, and

independence in word recognition are given in the next section.

The most important advantages of the non-intrinsic method are as follows:

1. For the initial developmental teaching of the sound of a new element, there is a common center of attention that makes for economy and effectiveness.

2. It provides a favorable situation for cooperative learning.

The most important shortcomings of traditional methods in phonics are as follows:¹

1. The plan is inadequate for individual testing, diagnosing, and instruction.

2. There may be considerable lack of transfer to book reading.

3. There is great danger of over-emphasis of certain habits until they become detrimental.

4. The various techniques or clues to recognition that need to work together in reading are not exercised together.

5. There is likely to be wasteful overlearning of a limited number of specific phonetic items, which, as such, are useful only on infrequent occasions.

C. ILLUSTRATIONS OF SPECIAL LESSONS FOR DEVELOPING INDEPENDENCE IN WORD RECOGNITION

Types. While instruction in accuracy, fluency, and independence in word recognition incidental to and correlated with the regular reading lessons is adequate for

¹ See discussion by A. I. Gates, *Interest and Ability in Reading*, pp. 201-204.

some children, special lessons are needed for those who experience difficulty in word recognition in learning to read. These lessons may be roughly grouped into seven classes or types as follows:

1. Comprehension exercises specially organized to develop sharpness of visual perception of word forms as an aid in avoiding and overcoming confusions of words alike in general configuration. Errors of this type have been classified as (a) consonant errors (*sent* for *send*); (b) vowel errors (*big* for *beg*); (c) substitutions (*horse* for *house*); (d) reversals in sequence of letters (*for* for *from*); (e) reversals of orientation of a letter (*big* for *dig*); combination of errors (*ball* for *doll*); (f) omissions (*sand* for *stand*); (g) additions (*stand* for *sand*).

2. Pronunciation exercises with function the same as in 1.

3. Exercises related to derived or variant word forms and to word building.

4. Developmental lessons for teaching the sounds of letters and other phonetic elements, rules governing long and short sounds of vowels, and syllabication.

5. Practice lessons in applying phonetic knowledge in unlocking new words following introductory developmental lesson.

6. Tests of phonetic knowledge.

7. Lessons preparatory to a reader selection.

Sample lessons. The sample lessons which follow will reveal various new ways and means of applying the principles set forth in section B. A few of the lessons have been taken from workbooks and readers. Others were contributed by teachers, and some were formulated as suggestions to teachers. Hence the difference in form of presentation of the different lessons.

SAMPLE LESSON NO. 1 (Level I)

Child's objective: To match each word card to the same word in the picture dictionary and then to place it under the same picture in the layout on the opposite page.

Note: The word card strip is to be cut off along the heavy line and then the word cards are to be cut apart.

 <p>dog</p>	 <p>boy</p>	 <p>girl</p>	 <p>cat</p>
			
			
<p>girl</p>	<p>boy</p>	<p>dog</p>	<p>cat</p>

NOTE—This is the first page of *Seatwork Activities*¹ (reduced).

¹ Distributed by Webster Publishing Company, St. Louis.

SAMPLE LESSON NO. 2 (Level II)

(Training in visual analysis of derived form into base form and ending)

Word Building*

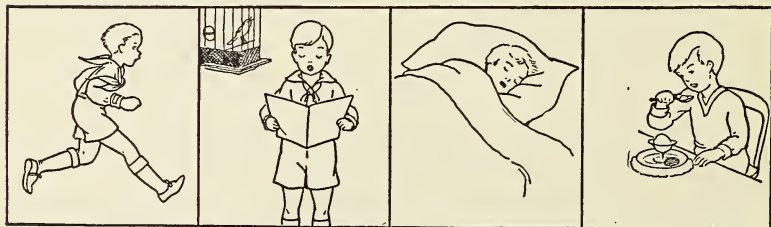


jump
jumps
jumped
jumping

pull
pulls
pulled
pulling

laugh
laughing
laughed
laughs

call
calling
called
calls



run
running
runs

sing
sings
singing

sleep
sleeps
sleeping

eat
eating
eats

*Purpose: To lead the child to see how the derived (longer) word forms are built from the base (shorter) forms.

Suggestions: The children pronounce the words

with the aid of the pictures and the guidance and help of the teacher. Unless some child in the group readily gets the base word from the picture, the teacher should tell the word.

NOTE—This is a reproduction in reduced size of page 3, *Eye and Ear Fun*, Book I, Webster Publishing Company, St. Louis.

SAMPLE LESSON NO. 3 (Level III)

(Words commonly confused: *ball, doll, roll; house, horse*)

The teacher has supplied the following objects: a highly colored ball, a little doll, a big doll, a small house (cardboard construction), a horse (on standards). A low table is placed in the center of the assembled semicircle of pupils.

The sentences used are printed on separate strips of tag board.

1. Put the big doll by the house.
2. Put the little doll by the ball.
3. Put the big doll by the ball.
4. Put a doll by the horse.
5. Put the horse by the house.
6. Put the little doll in the house.
7. Roll the ball to the little doll.
8. Roll the ball to the big doll.
9. Put the big doll by the horse.

The teacher holds up one strip in plain view of all the pupils. The pupils who can execute the command rise to their feet. From this group, one pupil is chosen to perform the action.

SAMPLE LESSON NO. 4 (Level IV)

(Development and application of sound of *sh*)

I

List on the blackboard known words beginning with *sh* and place the *sh* underneath the last word.

she
shoe
show
sheep
sh

Have children individually pronounce these, going down the list. Let a child then give the sound of *sh*. Have children give orally other words beginning with this same sound.

II

Place the following known words on the blackboard and have children individually pronounce them:

bake hop fine

Then place unknown words underneath the other words as follows:

bake	hop	fine
shake	shop	shine

Have children take turns pronouncing first the known word and then the unknown word underneath it, thus getting practice in applying the knowledge of the sound of *sh* just acquired.

SAMPLE LESSON NO. 5 (Level IV)

(Page 83 of *Webster First Reader*, preparatory to story
on pages 84-93)

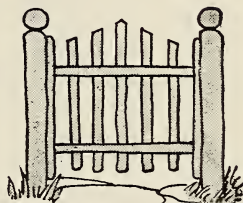
Learning New Words



grass



stick



gate

chick

sleep

feed

stick

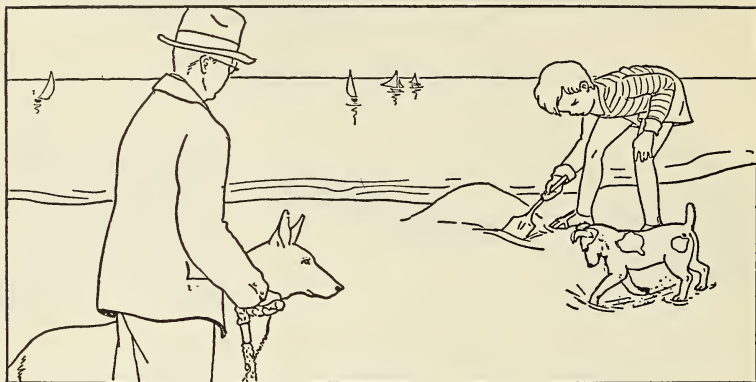
keep

feel

1. Do you sleep in a shoe?
2. Can a chick eat a stick?
3. Can you feel a stick?
4. Can you open your eyes?
5. Can a chick open a gate?
6. Can a boy feed a chick?
7. Is a shoe made of grass?
8. Is a chick a stick?
9. Does a street sleep?

NOTE—The words *stick*, *keep*, and *feel* are new in the subsequent story in the reader. The words just above these are not new. The child knowing the consonant sounds can go from the known word to the unknown word below.

SAMPLE LESSON NO. 6 (Level IV)



Grandfather and Billy are at the sea.

Billy is digging in the white sand.

Spot is Billy's dog.

He is digging in the sand, too.

Grandfather is watching them.

His dog is watching, too.

They are all good friends.

Make the sky blue, but not very blue.

Make the sea bluer than the sky.

Draw a line under Spot.

Count the boats on the water.




How many are there? two three four six













old	cry	eat	farm	and	land
<u>cold</u>	<u>sky</u>	<u>beat</u>	<u>arm</u>	<u>land</u>	<u>sand</u>

NOTE—This is from the workbook preparatory to pp. 139–140 of *Webster First Reader*. Underlined words are new.

SAMPLE LESSON NO. 7 (Level III or IV)

(A workbook plan of developing initial sounds and testing each child's knowledge of the same)

 tree				 wagon				 girl			
s	t	w	g	s	t	w	g	s	t	w	g

															
s	t	w	g	s	t	w	g	s	t	w	g	s	t	w	g
															
s	t	w	g	s	t	w	g	r	t	w	g	s	t	w	g
															
s	t	w	g	s	t	w	g	s	t	w	g	s	t	w	g

NOTE: Develop the *t* sound from known words. Let the children give other *t* words orally. Follow same procedure with *w* and *g*. The top row serves as a sound picture dictionary. The child is to encircle the letter that is the first letter of the word suggested by the picture in each unit of the test. Preceding the test have children give orally the word for each picture.

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

Mark the score.

SAMPLE LESSON NO. 8 (Level IV)

(Training in combining initial sound and context clues)



sing

s



table

t



window

w



The girl is the boy's s.....

sing mother sister wise



Jane wanted to sing a s.....

sister song girls table



Baby wants to t.....

walk out talk table



Here is a t.....

table tiger lion window



The boys are getting w.....

rain let we wet



They were in the w.....

water window table nest

Go to the next page.

SAMPLE LESSON NO. 9 (Levels III-V)

Was Saw

Paste the right word in each space.

1. Jane looked for her kitten.
2. Her kitten — lost.
3. Then Jane — her kitten.
4. The kitten — in the garden.
5. The kitten — happy.
6. Now the kitten — not lost.

How many times did you use *was*?

How many times did you use *saw*?

was	was	saw	was	was	saw
-----	-----	-----	-----	-----	-----

NOTE—The original copy of this was in mimeograph form with primer type.

SAMPLE LESSON NO. 10 (Level V)

(Developing “short a” sound)

List known “short a” words on the blackboard in units, the easiest at the top of the list and the most difficult at the bottom as follows:

and	had	Jack	sat
band	Dad	sack	sad
land	sad	black	sap
stand	lad	track	sand

Let one child pronounce the first word in the list, another the next, and so on. After the first list of words has been pronounced, let a child give the “short a” sound. Follow the same procedure with each list. Then let the children suggest words to add to each list.

SAMPLE LESSON NO. 11 (Levels IV-VI)

(Words commonly confused)

Underline the word that fits the sentence.

1. Jack to the store for his mother.

want went

2. I a new book.

went want

3. Jack and Jane the airplane.

saw was

4. It landing in the field.

was saw

5. Snow makes everything

with white

6. They played the toys.

white with

7. is it time to go home?

when where

8. The boy to school on time.

come came

9. Please here.

came come

10. Please come away the door.

of for from

SAMPLE LESSON NO. 12 (Level VI)

(Derived or variant word forms)

Underline the word that fits the sentence.

1. The airplane above the field.

fly flies flying

2. Tom the book with him.

carry carrying carried

3. Bring me the paper you can find.

long longest longer

4. The airplane flies

fast faster fastest

5. The doll is than the child.

small smallest smaller

6. Our big trees have been a long time.

standing stands stand

7. The clown made us

laughing laugh laughs

8. Where can she

being be

9. Please walk when you carry the glass of water.

slows slowly

10. They all to help after school.

wanting wants wanted

SAMPLE LESSON NO. 13 (Levels III-VIII)

(Blackboard practice with words commonly confused)

Make notations of pairs of words confused by the children in a particular group during the regular reading lessons. Place on the blackboard these pairs of words and have children take turns saying the words in pairs or pronouncing the word the teacher or a child designates with a pointer. In case of error call attention to difference in words confused, especially stressing consistent procedure from left to right in observing the component elements of the word and also the sounds of letters involved in the error.





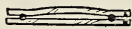
The following are sample pairs of words:

big	big	called	house	help
pig	dig	could	home	sleep
lived	none	put	snail	very
liked	now	but	and	every
went	you	sand	who	were
want	your	stand	which	where
ran	ever	gay	flew	sing
rain	every	gray	few	swing
there	with	these	than	shirt
they	white	those	them	skirt
boats	crows	beans	suit	from
bats	cows	barns	soup	form
camel	bed	enter	expect	place
candle	bled	entrance	escape	palace
kennel	settle	fellow	distant	through
kettle	rattle	fled	distance	thought
insect	middle	print	handle	thorn
insist	nimble	prince	hundred	throw
number	surface	hid	trembled	begin
manner	service	hide	grumbled	beginning

SAMPLE LESSON NO. 14 (Levels VI-VII)

(Preparatory to story in the reader)

Reading and Doing

						
cap	rope	basket	washing	bumper		
tell	pick	jump	work	want	become	sled
sell	quick	bump	word	wash	became	slide
fell	quickly	bumper	world	wall	because	side



Make a rope in the hand of the boy wearing a cap.

Make a basket by the boy washing his hands.

The automobile says, "Honk."

Color blue what says, "Honk."

Make the bumper black.

NOTE—This page is preparatory to pages 58-66 in the reader. It is from *Work and Test Book for Joyful Reading*, Webster Second Reader (reduced).

SAMPLE LESSON NO. 15 (Level VII)

(Confusion of *where, were, here, her*)

NOTE—Reported by a teacher in San Francisco.

The lesson originated as a composite story. The subject of the story was a picture of three children playing on a hillside. Individual pupils contributed sentences toward the story. Some were used; others were discussed and rejected. Here is the story as it was finally written.

Good Friends

June, Polly, and Dick were playing tag. "Come here," said Polly to June. The girls decided to hide from Dick. "Where are you?" called Dick. "Here we are," said Polly. He found her. Soon he found June, too.

The story was used as a reading lesson. So many of the children called "where" "were" and "here" "her" that I decided a lesson was needed on confusion of similar words.

We looked the story over carefully, listed on the board words that look somewhat alike and are likely to be confused, and studied them carefully. Similarities and differences were noted. From our story this was the list obtained:

where, were, here, her

















































The next step was a word drill on these four words. We went over and over them, skipping about the class until I was reason-

SAMPLE LESSON NO. 16 (Levels VI-VIII)

(Training in seeing vowels and distinguishing short vowel sounds)

Sharp Eyes and Ears

Underline the word that matches the picture.

top 	tip 	fan 	pine 	hot 	hit 
tap 	hop 	fin 	pin 	hat 	hut 
big 	bag 	pet 	pot 	him 	ham 
beg 	bug 	pat 	pit 	hem 	hum 
ran 	pain 	son 	sin 	rut 	rat 
rain 	lane 	sand 	sun 	rot 	hat 
goat 	got 	rob 	rib 	but 	bit 
coat 	good 	rub 	rut 	bait 	bat 

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

Mark the score.

SAMPLE LESSON NO. 17 (Levels VI-VIII)

(Practice for overcoming vowel errors)

Place on the blackboard sets of words and let the children take turns, each child pronouncing the words in one set.

tip	hot	bag	tin	rug	click
top	hit	big	ten	rig	clock
tap	hut	beg	tan	rag	cluck
ran	miss	best	sap	bill	tack
rain	moss	beast	sip	bell	tick
run	mess	boast	sup	ball	tuck
creep	sing	stick	sled	him	drink
crept	song	stack	slid	ham	drank
croak	sang	stuck	slide	hem	drunk
pane	bit	sleet	bat	steep	goat
pine	bite	slate	bait	step	got
pin	boat	slat	beat	stop	get

NOTE—Comprehension exercises utilizing these sets of words may be formulated and mimeographed for further practice, as illustrated in Part II of the next lesson.

SAMPLE LESSON NO. 18 (Level VIII)

(Confusion of known words)

I

PURPOSE: To aid the child in recognizing words commonly confused, such as the following:

palace	though	quite	lonely
place	thought	quiet	lovely
finishes	thorn	being	
fishes	throne	beginning	

PROCEDURE: In each case of word confusion, the word pronounced by the child was printed upon the blackboard. The child was asked if it was the word in the book. Then the word from the book was placed directly underneath the word pronounced by the child, so that he might note the particular differences in the words. By sounding the initial consonants and using context clues or phonetic knowledge, the child was able to solve his difficulty.

II

To develop greater skill in recognizing these words, a comprehension exercise of the following type was used:

Draw a line under the correct word.

1. The princess lives in a beautiful big house that is called a

.....

house place tent palace

2. In a Chinese school the pupils study out loud, so their schoolroom is never

quaint quiet sunny quite

3. In the fish bowl there are five pretty gold

feet dollars finishes fish

4. Alice was wondering what she could do for her mother on Mother's Day. At last she had a happy

thumb thing thought through

5. The king and queen lived in a beautiful castle and sat upon a fine big

palace throne thicket thorn

6. The boys have finished all their work, but the girls are just

.....

being around beginning climbing

7. The little boy had no playmates so he was very

lovely lost joyful lonely

NOTE—This type of completion exercise is more desirable than the type that omits a word earlier in the sentence because the latter often requires a forward and backward movement of the head and eyes.

SAMPLE LESSON NO. 19 (Levels VII–VIII)

(Word building, compound words, introducing idea of syllable)

I

PURPOSE: To learn where the “break” or syllable division comes in compound words.

PROCEDURE: Write a list of familiar compounds of one-syllable words on the blackboard (or chart). Have the child pronounce each word to show that there are two words. Then have him draw a vertical line between the two words in each long word.

Suggested words for presentation at this level:

something	fireman	sunrise
someone	milkman	hillside
inside	sunset	bedroom
outside	sunshine	schoolroom

II

The follow-up lesson, page 430, in mimeographed form, can be given for added drill and as a check for individual difficulties.

- a. Read the sentence carefully and draw a line under *yes* if it is true. Draw a line under *no* if it is not true.
- b. Find the long word with a line under it in each sentence. Draw a line between the two words in the long word, like this: *play/mate*.

1. A hat is <u>something</u> to wear.	Yes	No
2. <u>Someone</u> sits near me.	Yes	No
3. My <u>birthday</u> comes once a year.	Yes	No
4. <u>Sunshine</u> is good for us.	Yes	No
5. When it rains we play <u>inside</u> .	Yes	No
6. Every school is on a <u>hillside</u> .	Yes	No
7. Street cars run on the <u>sidewalk</u> .	Yes	No
8. A <u>schoolroom</u> has some desks in it.	Yes	No
9. When it is sunny we play <u>outside</u> .	Yes	No
10. When we get up we see the <u>sunset</u> .	Yes	No
11. We go to sleep in a <u>bedroom</u> .	Yes	No
12. The <u>milkman</u> sells bread.	Yes	No
13. The <u>fireman</u> puts out fires.	Yes	No
14. We go to school in the <u>daytime</u> .	Yes	No

SAMPLE LESSON NO. 20 (Level VII)

PURPOSE: To teach the sound of the diphthongs *oi* and *oy*

PROCEDURE: 1. Write some known words which contain these sounds and add to them as the class grasps the idea.

2. Tell children that two horses pulling together make a team of horses. Sometimes two letters work together and make a sound which neither one could make alone. In the words we have written on the blackboard the two letters in *oy* and *oi* in each case are a team. Practice pronouncing the list of words.

3. Follow the blackboard lesson with a reading exercise in mimeographed form, such as the following:

Write the correct word in each blank. Remember that *oi* and *oy* are sounded alike.

boy	toy	joyful	joy	enjoying
boil	toil	spoil	join	noise

1. Good news makes us
2. An airplane makes a big
3. We were the story of Peter Pan.
4. Fire makes water
5. When we don't play fair, we the fun.

SAMPLE LESSON NO. 21 (Level VIII)

PURPOSE: To develop a working knowledge of the rule that if two vowels come together in a syllable, usually the first vowel is long and the other is silent.

PROCEDURE: The teacher prints on the blackboard words known to the child in his speaking vocabulary, using a known sight word at the top of each list.

<i>cried</i>	<i>coat</i>	<i>sail</i>	<i>eat</i>
tried	loaf	tail	each
dried	roast	tailor	seat
spied	coast	mail	meat
died	coasting	rail	peach
replied	load	sailor	peaches
tie	boat	mailman	reaching
pie	float	daisy	teach
pieman	soap	railroad	see
flies	coach	dairy	please
tries	boasting	maiden	seaside
satisfied	croak	chain	teacher
	road	raining	seasick
		waited	teaspoon

A child is asked to pronounce the words at the top of each column. As each word is pronounced in turn, the children are asked what vowel sound they hear. They are then asked how many

vowels they see, and their position in the word. Children are led to observe that when two vowels come together in a word, as a rule the first vowel says its name (long sound) and the second vowel is silent.

A child captain is chosen for each list of words. (1) He points to different words in his list, and individual children are called upon to pronounce the designated word and name the "bossy" vowel. (2) the captain pronounces different words in his list, while another child points to the words as he pronounces. (3) Children in turn pronounce words from lists, and the captain points to the words and pronounces them. (4) The teacher prints words, involving this rule, in miscellaneous order. Children are called upon to frame and pronounce words having the long sound of *a*, *e*, *i*, or *o*.

SAMPLE LESSON NO. 22 (Level VIII)

(Test in syllabication)

A GOOD GAME: HOW MANY?

Here is a list of words that you have met in your reading. Some have only one syllable and some have more than one. If a word has only one syllable, put a ring around it. If a word has more than one syllable, divide it into parts by drawing a straight line between the parts as follows:

were

un|til

dis|cov|er

1. where

8. July

14. desk

2. went

9. June

15. dwarf

3. only

10. playground

16. springtime

4. enough

11. November

17. woodpecker

5. remember

12. teacher

18. playing

6. forget

13. children

19. robin

7. vacation

20. divide

NOTE—For practice in dividing words into syllables begin with two-syllable words. This test is appropriate only in the advanced stages of instruction in syllabication.

SAMPLE LESSON NO. 23 (Level VIII)

(Confusion of known words)

Underline the one of the two words that fits.

- | | | |
|---|----------|----------|
| 1. This letter is my aunt. | from | form |
| 2. I like to eat bread and | better | butter |
| 3. I walk to school | alone | along |
| 4. I go to at night. | sheep | sleep |
| 5. The moon is in the sky at | might | night |
| 6. The king lives in a | place | palace |
| 7. I do not know you live. | there | where |
| 8. The cat walked the door. | though | through |
| 9. The baby was in the buggy. | sleeping | spelling |
| 10. If I try I can do | better | butter |
| 11. I walk the street. | alone | along |
| 12. There are many on the hill. | sheep | sleep |
| 13. Will you play me? | white | with |
| 14. If I fall I get hurt. | might | night |
| 15. I know every word in my lesson. | sleeping | spelling |

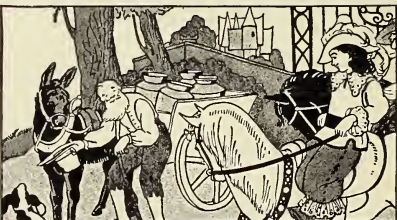
SAMPLE LESSON NO. 24 (Level VIII)

(Preparatory to story in the reader)

Peter and His Donkey

Draw a line from each number to the thing in the picture that fits the reading.

- a little black donkey 1
 - an old man named Peter 2
 - a cart behind a donkey 3
 - harness on a donkey 4
 - beginning of a forest 5
 - big milk cans in a cart 6
 - a prince on horseback 7
 - the prince's castle 8
 - the donkey's bridle 9
 - Peter's hat 10
 - the prince's horse 11
 - a rough road 12
 - a box on the edge of the cart 13
 - the donkey's bridle 14
 - a big man on horseback 15
 - a notice hanging from the donkey's harness 16
 - something that rattles as it goes over the rough road 17
- Say these words:



bed	feel	arm	pond	enough
fed	heel	harm	fond	rough
kind	harness	mat	carry	down
kindness	harnessed	matter	carrier	downwards
car	tie	cloud	rob	
cart	tying	proud	robber	

NOTE: This page is preparatory to "Marjorie, the Wise Donkey," pages 1-8 in *New Trails in Reading*. It is from the *Work and Test Book for Webster Third Reader* (reduced).

Sample lessons on syllabication. For sample lessons developing needed knowledge related to syllabication, accent, and conditions governing the vowel sounds in syllable and also for practice lessons to bring skill, see the following:

Manual for Elson Basic Readers, Book Two (Chicago: Scott Foresman and Co.).

Manual for Elson Basic Readers, Book Three.

The Word Method of Teaching Phonics, by Anna D. Cordts (Boston: Ginn and Co.).

Eye and Ear Fun, Book III (St. Louis: Webster Publishing Company).

Work and Test Book for New Trails in Reading (Webster Publishing Company).

Experimental evidence of the effectiveness of workbook material in phonics. During the second semester of 1931, several hundred children in grades 2, 3, and 4 in San Francisco, selected because of a year or more of retardation in reading, were instructed in groups of eight to twelve with workbook materials in phonics and silent reading designed by the writer. The usual amount of reading time was used. During a part of the time the workbook material was used and a part of the time the usual story material. In three months' time, 237 children made an average gain of 5.6 months as measured by initial and final tests with different forms of the *Gates Primary Reading Tests*, Types I and III.

In commenting upon the results, the director of research in his report to the superintendent said, "Considering the fact that none of these pupils had made normal progress prior to this period, a median gain of 5.6 months in a three-months period is most gratifying. The highest quarter made gains ranging from 9.7 months to 18 months."

Summary of advantages of workbook material in phonics and word perception. The following are the main advantages of workbook material specially designed to aid in developing fluency, accuracy, and independence in word recognition:

1. Provides for individual practice, testing, diagnosis, and instruction.
2. Provides for objective record of accomplishment.
3. Provides abundance of practice.
4. Provides intrinsic learning.
5. Provides profitable seatwork and varied activities in silent reading.
6. Saves the teacher's time by decreasing the need for blackboard and chart practice exercises.

D. WAYS AND MEANS INCIDENTAL TO READING LESSONS

Suggestions and cautions. The following suggestions and cautions are especially appropriate at this point.

1. In the group reading of stories the main stress should be upon getting the thought and enjoying the experience, and attention to words should be kept subordinate.

2. Consequently, the reading material selected should contain a relatively small number of words likely to cause difficulty.

3. In group recreative reading during the early stages, children need guidance and careful supervision to insure the formation of right habits and to avoid the formation of wrong habits. Consequently it is not advisable to have the children attempt to prepare or

study the reading lesson in the case of story material. During these stages, however, it is advisable to have the group read each unit—one sentence, a few related sentences, or a paragraph—silently with opportunity to ask for help on words before a child is asked to read the unit aloud in order to facilitate the development of accuracy and fluency in oral reading.

4. When correct habits of reading have been fairly well established and the pupils have sufficient maturity to be able to react intelligently to a story after reading it silently, the plan of preliminary silent reading previous to the class period as one type of procedure may be used to advantage. With groups retarded in reading, however, and having wrong reading habits, the supervised silent reading of story material is preferable to the plan of unsupervised preparation.

5. Sight reading may be used profitably with groups with good reading habits, provided sufficiently easy material is used.

Various means of preliminary vocabulary preparation. The following are brief descriptions of various means of providing preliminary vocabulary preparation for anticipated word difficulties.

1. To some extent such words may appropriately be incorporated in the correlated and integrated reading activities, such as bulletin-board news, directions, cooperatively formulated stories, and simple reading units on the blackboard. Such incorporation, however, should always be natural and appropriate—never forced.

2. Often some of the words likely to cause difficulty can be used orally by the teacher in the approach or in

the motive questions preceding the reading of particular short units. Having just heard the word orally, the child will more readily recognize the printed word.

3. Preliminary comprehension exercises constitute a valuable means of helping to provide for vocabulary preparation. Exercises of that kind may be found in a few standard workbooks accompanying readers or may be formulated independently for any story and duplicated. If a typewriter is used, it is advisable to use one with primer type. Hand printing with the print-script alphabet is very satisfactory if well done in appropriate size (not too large) and properly spaced. The spacing between letters, words, and lines should be similar to that in a primer. Copyrighted pages should not be duplicated, but the holders of copyrights would probably not object to occasional reproduction of drawings.

4. For phonetic words that are well known to the children orally, preparatory pronunciation practice may be provided for on the blackboard or on the bottom of mimeographed sheets of preparatory exercises as follows:

	<i>First Reader</i>	<i>Second Reader</i>	<i>Third Reader</i>
(Known words)	day and cry	car stop near	car safe
(New words)	gray land sky	tar shop nearer	cart safety

Vocabulary preparation for any particular story would involve only a few such words. In the preliminary practice the child proceeds from the known word to the new word underneath.

5. Words may be placed on the blackboard and pronounced previous to the reading of the story, but a

meaningful background should be provided (1) by the teacher's using the word in the approach, or (2) by having the children use the word in a sentence. This is the least desirable form of vocabulary preparation and should be used only in case of necessity, and then sparingly.

6. Word-picture helpers are utilized in some preparatory chart material, workbooks, and word-learning exercises in readers as a means of introducing new words, which are repeated in comprehension exercises preceding the story reading.

Not all of the means above are needed for preparation for any one story. Often one of them will be sufficient. Furthermore, it is not necessary to give preliminary attention to all new words or other words likely to cause difficulty. The child will often be able to recognize new words in context by applying the aids which he has been taught to use. Independence in word recognition can be obtained only by providing the child ample opportunity to recognize new words in context without being helped.

Guidance or aid in case of word difficulty. The extent to which children who experience difficulties in word recognition use appropriate methods of attack, apply their phonetic knowledge intelligently, and develop versatility in solving word-recognition problems will depend to a considerable degree upon the guidance which the teacher gives these children during the daily reading period in connection with the reading of story units and workbook exercises. Although the thought should always lead in recreative group story reading, a

certain amount of guidance in case of word-recognition difficulties can be given without serious interruption of attention to thought sequence.

In this section there are listed, level by level, the various procedures which a teacher may follow in aiding a child having difficulty with a word either during the silent reading or during the oral reading. The skillful teacher in this connection is the one who uses good judgment as to what is the appropriate procedure in each particular case. The lists of types of guidance and examples will be helpful.

*Outline of Different Types of Guidance or Aid in Case of
Word Difficulty*

The Roman numeral in each case indicates the reading level upon which the aid may appropriately be introduced in book reading.

1. Context clues.
 - a. Question or suggestion.....II
 - b. Reference to picture.....II
 - c. Reading on.....IV
2. Word-form clue—finding same word in line previously readII
3. Initial phonetic clue combined with context clue
 - a. Single consonant and digraph.....III
 - b. Two or three consonants.....V
 - c. Initial syllable.....VII
4. Base-form clue
 - a. Derived forms without letter modification (*box, boxes*)...II
 - b. Derived forms with letter modification (*baby, babies; have, having*).....VI
 - c. Possessives.....IV
 - d. Compounds.....III
 - e. Contractions.....VII

5. Aids in case of confused forms
 - a. General configuration (*doll, ball*).....II
 - b. Reversal in sequence of letters (*saw, was*).....III
 - c. Substitution of one letter for another (*come, came; horse, house*).....IV
 - d. Omission or insertion (*back, black*).....IV
6. Known-word clue: (*cat, hat; has, had*).....IV
7. Inspectional analysis (left to right) and phonetic aid: one-syllable wordsV
8. Syllabication: words of two or more syllables.....VIII
9. Various combinations of aids.....VII
10. Telling by teacher or another pupil.....II

*Examples of Guidance in Case of Breakdown in Word
Recognition*

1. Level II (Pre-primers and first half of easy primers).
 - a. Context clues.
 - (1) Question or suggestion. Example: *Elson Basic Pre-Primer*, page 7, *dinner*, in the last line. "Why does Mother want them to come?"
 - (2) Reference to picture. Example: *Elson Basic Pre-Primer*, page 25, *kitten*, in the third line. "Look at Dick and see what he has made."
 - b. Word-form clue. Example: *Elson Basic Pre-Primer*, page 6, *What*, line three. "Find it in the line above. What is it?"
 - c. Base-form clue. Example: *Tom and Jip* (Webster Pre-Primer), *going*, page 31, first line. Cover the ending as an aid to the child in recognizing the known base form.
 - d. Telling of word by teacher or pupil.
2. Level III (Last half of easy primers and first half of more difficult primers).
 - a. Context clues. Example: *Friends for Every Day* (Curriculum Primer), page 35, *away*, in the last line. "Where would the little chicks run?"
 - b. Word-form clue. Example: *Friends for Every Day*, page 76, *down*, last line. "Find it in the line above. What is it?"

- c. Initial consonant sound combined with context clue. Example: *Child-Story Primer (Terry and Billy)*, page 32, *pail*, in case the child calls the word *bucket*. "What does the first letter say? What is the other word for *bucket* that begins that way?"
 - d. Base-form clue. Example: *Friends for Every Day*, page 98, *going*, first line. Cover the ending as an aid to recognition of the known base form.
 - e. Telling of word by teacher or pupil.
 - f. Compounds. Example: *Friends for Every Day*, page 148, *milkman*, last line. "Look at the first part; there is a word you know." If necessary, cover *man*.
 - g. Reversal in sequence of letters. Example: *Friends for Every Day*, page 139, *saw*, in the sixth line. "With what letter does the word start?"
3. Level IV (Last half of primers and easy first readers).
- a. Context clues: Reading on. Example: *The Squirrel Tree*, page 65, *blow*, in the ninth line. "Read to the end of the sentence and see if you can tell what the word is."
 - b. Word-form clue. Example: *Surprise Stories*, page 36, *flew*, in the fifth line. "Find it in the line above. What is it?"
 - c. Initial phonetic clue combined with context clue.
 - (1) Two-consonant blend. Example: *The Squirrel Tree*, page 68, *stones*, in the sixth line, in case the child calls the word *rocks*. Ask the child to give the sound of the first letter and if necessary ask a question that will aid him in combining the phonetic aid and context clue.
 - d. Base-form clue.
 - (1) Derived forms without letter modification. Example: *Webster First Reader*, page 18, *faster*, in the fifth line. Cover the ending as an aid to recognition of the base form.
 - (2) Possessives. Example: *Pet Pony*, page 104, *hen's*, in the second line. Cover the ending as an aid to recognition of the known base form.
 - (3) Compounds. Example: *Webster First Reader*, page 2,

everything, in the twelfth line. Cover *thing* until *every* is pronounced. Then ask the child to pronounce the whole word. If he cannot, work with *thing* separately.

e. Aids in case of confused forms.

- (1) General configuration. Example: *Child-Story Primer*, page 89, *early*—*every*, in lines 6 and 8. Write the two words, one under the other, and call attention to the differences. Also aid the child to keep in mind the context as an aid in overcoming such a confusion.
- (2) Reversal in sequence of letters. Example: *Surprise Stories*, page 63, *for*, in the fifth line, in case the child reverses the *r* and *o* and says *from*. Write the two words, one under the other. Call attention to the differences and have both words pronounced.
- (3) Substitution of one letter for another. Example: *Child-Story Primer*, page 63, *came*, in the first line, confused with *comes*. Write *come* and have the child pronounce it. "Is that the word in the book?" If necessary, call attention to the vowel *a* and its long sound.
- (4) Omission or insertion. Example: *Squirrel Tree*, page 51, *brought*, in the third line, in case the child confuses it with *bought*. Write *bought*. "This is *bought*. Look at the word in your book. Do you see the letter *r*? Now say the word and put in the *r*."

f. Known-word clue. Example: *Surprise Stories*, page 2, *should*, in the fifth line. Write the known word *could* and under it the word *should*. Have the child go from *could* to *should*.

g. Telling of word by teacher or another child.

4. Level V (The more difficult first-reader material).

a. Context clues.

- (1) Question or suggestion. Example: *The Tree Boys* by Nida, page 15, sentence 8, *hungry*. "Why does Big Tiger want to eat the boys? Why do you want to eat your dinner?"

b. Word-form clue. Example: *The Tree Boys*, page 7, sen-

tence 2, *ground*. "Find it in the line above. What is it?"

- c. Base-form clue. Example: *The Tree Boys*, page 77, sentence 7, *sharpest*. Cover the ending as an aid to recognition of the known base-form.
- d. Initial phonetic clue combined with context clue. Example: *The Tree Boys*, page 9, sentence 3, *brave*. Ask the child to sound the initial unit *br* and direct his attention to the context.
- e. Known-word clue. Example: *The Tree Boys*, page 6, sentence 3, *hut*. Write the known word *nut* on the board. Have child pronounce it. Write the new word *hut* underneath the known word. Usually the child can go from the known word to the new word.
- f. Aid in case of confused form. Example: *The Tree Boys*, page 10, sentence 7, *when* for *then*. Point out to the child that one word begins with *wh* and the other begins with *th*. If possible, let the child make this discovery.

Write *when* on the blackboard. Cover the *en* and ask the child to sound the part he sees. Uncover and have him say the word. "Is that the word in the book? Sound the beginning of the word in the book."

- g. Inspectional analysis (left to right) and phonetic aid (one-syllable words). Example: *The Tree Boys*, page 25, sentence 5, *hit*. In case of a purely phonetic one-syllable word, have the child look at the starter and think its sound, then look at the rest of the word. If he cannot pronounce it, have him give the initial sound, then the entire word, if he can. If he cannot, write *sit* with *hit* under it. He should be able to go from *sit* to *hit*.
 - h. Telling of words by another child or the teacher.
5. Level VI (The easier second reader material).
- a. Context clues: Reading on. Example: *New Path to Reading*, Book II, page 107, line 14, *washed*. "Skip the word and finish the sentence. Then read it aloud."
 - b. Initial phonetic clue combined with context clue—two consonants. Example: *Work-Play*, II, page 192, line 12, *small-*

est. "Sound the first two letters. Read on to the end of the line. Which bear?"

- c. Base-form clue: Derived form with letter modification. Example: *Child-Story*, II (*Magic Stories*) page 110, line 10, *carries*. Write *carry*. Have the child pronounce it. Write *carries* underneath. Have him go from *carry* to *carries*.

- d. Aids in case of confused forms.

- (1) General configuration. Example: *left* and *felt*.
- (2) Reversal in sequence of letters. Example: *saw* and *was*.
- (3) Substitution of one letter for another. Example: *house* and *horse*.
- (4) Omission or insertion. Example: *steam* and *stream*.

In any of these cases put the two words on the board and compare them, noting differences.

- e. Known-word clue. Example: *Webster*, II, page 106, line 5 from bottom, *swing*. Write known words *sing*, *wing*, and then *swing*. Have the child go from known words to unknown.
 - f. Inspectional analysis (left to right). Example: *Webster*, II, page 164, line 11, *ground*. "Think of the beginning sound, first two letters; look ahead; now say the whole word."
 - g. Combination of various aids. *Webster*, II, page 165, line 4 from bottom, *snapped*. "Read on to the end of the sentence." Further aid may be necessary. Cover the ending, leaving *snap* exposed, or write *snap*. "Sound the first two letters. Say the word." If necessary, work from the known word with the same phonogram.
 - h. Telling by teacher or another pupil.
6. Level VII (The more difficult second-reader material).
- a. Initial phonetic clue combined with context clue.
 - (1) Two or three consonants. Example: *Fact and Story*, Book II, page 79, *flapped*, third line, misread as *clapped*. "Look at the first two letters and sound them. What did her ears do?"
 - (2) Initial syllable. Example: *Fact and Story*, Book II, page 38, *between*, second line. "What does the first syllable

say? Look at the rest of the sentence. What do you think the word is?" Cover the second syllable if necessary.

b. Base-form clue.

- (1) Derived forms with letter modifications. Example: *Fact and Story*, Book II, page 52, *hurried*, second line from the bottom. Cover *ed*. Should the child fail to recognize the base-form, write *hurry* on the board.
- (2) Compounds. Example: *Fact and Story*, Book II, page 8, *afternoon*, last line. "What word do you see in the first half?" Cover the last half if necessary; or write *after* on the blackboard, and after it is pronounced add *noon*.
- (3) Contractions. Example: *Fact and Story*, Book II, page 17, *we're*, fifth line from the bottom. Cover the *re*, and have the part exposed pronounced. In case of failure to guess the word, write *we are* on the board. Underneath, write *we're* and tell the child to run the words together quickly. Then state that the apostrophe is used to show omission of letters and sound.

c. Aids in case of confused forms.

- (1) General configuration. Examples: *Fact and Story*, Book II, page 179, *voice*, fifth line, misread as *noise*. Same book, page 63, *strong*, eighth line, misread as *strange*. Page 64, third line, *surprise*, misread as *suppose*. Write the misreading on the blackboard, as *noise*. "That is *noise*. Is that the same as the word in the book?" If necessary, write the book word *voice* underneath and call attention to the differences.
- (2) Reversal in sequence of letters. Example: *Fact and Story*, Book II, page 85, *no* misread as *on*, ninth line. Have the child look at the beginning letter and sound it.
- (3) Substitution of one letter for another. Take steps to show the differences. Examples: *Fact and Story*, Book II, page 79, *clatter*, fourth line, misread as *chatter*. Write the two words on the board. Underline the *ch* in *chatter*

and the *cl* in *clatter*. "Which word says *chatter*?" If there is difficulty in getting the *cl* sound, write known word *clock* under *clatter*.

Page 84, *houses*, fifth line from bottom, misread as *horses*. Write both words on the board. Underline *or* in *horses* and *ou* in *houses*. "Which word says *horses*?" If necessary, write *for* under *horses*. "Yes, now what is this word?" (Point to *houses*.) Should the child say *homes*, write *homes* on the board and teach the differences of these two words. Spelling may help the child to distinguish between *horse* and *house*.

- (4) Omission or insertion. Take steps to show the difference. Example: *Fact and Story*, Book II, page 43, *spattering*, fourth line, misread as *splattering*. Write both words on the board. Underline *l* in *splattering*. "Which word says *splattering*?" "Yes, what does the other word say?" In case of failure, write the known word *spot* under *spatter*, and so from *spot* to *spat*.

- d. Inspectional analysis (left to right) and phonetic aid (one-syllable words). Example: *Fact and Story*, Book II, page 85, *rod*, fifth line, misread as *rode*. "Think of the vowel sound. Will it be long or short?"
 - e. Various combinations of aids. Example: *Fact and Story*, Book II, page 42, *polite*, last line. "What is the beginning sound? Look at the last part of the word. Will the vowel *i* be long or short? Read and see how this good little pig had been taught to be."
 - f. Telling by teacher or a pupil.
7. Level VIII (Material on an easy to average third-reader level).
- a. Context clues: Reading on. Example: *Do and Learn*, III, page 74, line 5, *sleighs*. "Read on to the end of the sentence. What do you think the party rode in?"
 - b. Initial phonetic clue combined with context clue.
 - (1) Single consonant. Example: *Child-Story*, III (*Wonder*

Stories), page 234, line 4, *heap*, called *pile*. "Look at the first letter and think how it sounds. It is a word that means the same as *pile*. What is it?"

- (2) Two-consonant blend. Example: *Child-Story*, III (*Wonder Stories*), page 205, line 13, *scowl*, called *howl*. "No, the ogre didn't howl. He had an ugly frown on his face. Look at the first two letters and think how they sound."
- (3) Initial syllable. Example: *Child-Story*, III (*Wonder Stories*), page 201, line 3, *middle*, called *center*. Cover the second syllable of *middle*. "This word means *center*, but it begins differently. Say the first syllable. Now what is the word?"

c. Base-form clue.

- (1) Derived form with suffix. Example: *Child-Story*, III, page 121, line 15, *goodness*. Cover the last syllable until the base-form is pronounced.
- (2) Derived form with letter modification. Example: *Child-Story*, III, page 89, line 16, *enemies*. Write *enemy* and have it pronounced. Write *enemies* underneath and have the child go from *enemy* to *enemies*.
- (3) Contractions. Example: *Child-Story*, III, page 94, line 9, *couldn't*. Cover the latter part until *could* is pronounced. If necessary, write *could not* and write *couldn't* underneath. Explain that the two words are run together and that the apostrophe shows that a letter has been left out.

d. Aids in case of confused forms.

- (1) General configuration. Example: *Webster*, III, page 278, line 19, *troughs* called *trucks*. Write *ducks* and have it pronounced. Underneath, write *trucks* and have it pronounced. "Is that the word in the book?" If necessary, write *troughs* under *trucks* and aid the child to use a context clue.
- (2) Reversal in sequence. *Webster*, III, page 84, line 8, *felt* called *left*. Have the child look at the beginning letter and sound it.
- (3) Substitution of one digraph for another. Example:

Child-Story, III, page 208, line 2, *when* called *then*. Cover the *en* and ask the child to sound the starter. If necessary, write *when* under *then* and stress the difference in the sound of *wh* and *th*.

- (4) Omission or insertion. Example: *Child-Story*, III, page 118, line 8, *palace* miscalled *place*. Write *place* and write *palace* underneath. Underline the *a* in *palace*. Cover the second syllable until the first syllable is pronounced.
- e. Known-word clue. Example: *Elson Basic*, III, page 132, line 8, *whom*. Write *who* and have it pronounced. Write *whom* under it and ask the child to pronounce it. If he cannot, have him start with *who* again.
- f. Inspectional analysis (left to right) and phonetic aid. Example: *Elson Basic*, III, page 63, line 6, *straight*. "What sound will the *ai* have?" Cover the last three letters. "Say this part of the word. Now say it again and put on the *t*."
- g. Syllabication and accent. Example: *Child-Story*, III, page 253, line 15, *silo*. "Spell the first syllable. All right, the first syllable is accented. Will the *i* be long or short? Say the first syllable. Now say the word."
- h. Various combinations of aids. Example: *Child-Story*, III, page 286, line 7, *armor*. "What familiar word do you see for the first syllable? Right. What are the men wearing?"
- i. Telling by the teacher or another pupil.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. Report upon the criticisms by Gates concerning traditional methods in teaching phonics.
2. Make a set of questions which would constitute a good self-examination for a teacher with respect to her methods of developing accuracy, fluency, and independence in word recognition.
3. Designate by number the type of each sample lesson.
4. Choose a story in some reader, select five of the more difficult words, and explain exactly what you would do in guiding a child having difficulty in the case of each of these words.
5. Make a report upon one of the following references in Part III of the selected bibliography: 8, 34, 36, 38, 73, 80, 88.

CHAPTER X

INDEPENDENT ACTIVITIES INCLUDING SEATWORK READING

This chapter is intended to give the teacher some definite help in solving the problem of something profitable for the other children to do while the teacher is working with one group.

A. TYPES OF PROFITABLE ACTIVITIES AND SUGGESTIONS

The following are the more profitable types of activities in which the other children may engage while the teacher is guiding and directing the reading activities of one group.

1. Engaging in free play and other unsupervised activities under proper environment planned to give experiential background.

In a school containing a room or more of children in low first grade, there will usually be a small group of children who are immature and not ready for reading. The teacher has a real problem in providing profitable activities for these children while she is supervising the learning activities of the other children. One suggestion is that free activities including free play be planned to provide an experiential background as a preparation for reading readiness.

2. Doing worksheets in reading—

- a. Preparatory to book reading.

- b. Following related book reading.

- c. Independent of the book reading.
- d. Related to training in phonics and visual perception.

Workbooks or loose worksheets may, of course, be used for instruction during the class period or for seatwork during between-recitation time. The following are some suggested standards for hectographed or mimeographed seatwork.

- a. The size of type or printing, the spacing between lines, and the margins should correspond to the typography in properly printed reading books and workbooks. Too small type and single spacing should be avoided in the use of the typewriter, and too large hand printing or writing.

- b. Drawings which are to be colored should be relatively large and simple in outline.

- c. The vocabulary should be kept within the known reading vocabulary except for new words that may readily be recognized from the context and application of the children's knowledge of phonetics.

- d. Copy-proof seatwork has a distinct advantage.

- e. Objective responses which may be readily checked for errors are an advantage.

- f. A unit of seatwork which may be easily scored provides an achievement motive. A series of units of the same length and about the same difficulty together with a plan for objectively revealing progress is advantageous.

3. Responding to directions, questions, or other exercises placed on the blackboard (not so valuable as (2) because the conditions are so different from book reading).

Blackboard exercises should be easily legible for each child supposed to read the material on the blackboard. At best such seatwork has no great value in relation to book reading; if the legibility from where the child sits is poor, more harm than good may be done.

4. Doing free reading with supplementary or library books or enjoying picture books.

It is an excellent plan for the teacher to make some provision so that each child may have access to a suitable book for free reading during spare time between recitations. The difficulty of the book for free reading should be one level below the book used for group instruction.

5. Practicing with pupil-selected units of material in the form of games or exercises kept on a "help-yourself table."

Manufacturers of educational equipment, such as the Plymouth Press of Chicago and Milton Bradley Company, list in their catalogues various units of seatwork material. A few sets of each of several such units together with others which the teacher may design and make constitute excellent material to keep on a help-yourself table for selection by individual children choosing to engage in some form of practice-reading activity during spare time.

6. Recording responses to work-type exercises assigned from a reading textbook.

In connection with the group instruction in work-type reading, it is often advisable to have the pupils write the responses to silent reading exercises during study time in preparation for the group activities dur-

ing the class period. Assignment of such seatwork merely to keep the children busy without stimulus of follow-up checking and corrective instruction is likely to result in habits of careless, inaccurate study reading and hence do more harm than good.

7. Preliminary silent reading of selections to be cooperatively interpreted later in class in group recreative reading (not advisable on the lower levels).

Preliminary silent reading of a selection to be enjoyed and interpreted cooperatively by the group during the class period is a valuable use of between-recitation time for a group that is sufficiently mature and independent in reading to be able to read without help and guidance and to react to the selection as a whole after reading it. Such reading may be done merely as free reading or it may be done with a problem or problems provided in the text or by the teacher.

Until the group has made the transition from the auditory stage to the visual stage of reading, inappropriate habits may be formed during unsupervised reading, and consequently such practice is questionable.

8. Practice for future audience reading in a place where no disturbance is caused.

The problem of preliminary practice for audience reading by some of the pupils to the other pupils of the room may be largely solved by the groups of children learning how to conduct their practice outside the room in the hall, under a tree, or in some room not in use, without disturbing other classes in the school. The accomplishment of such a result will require skill and re-

sourcefulness on the part of the teacher, but the achievement of such self-control and cooperation on the part of children is a worthy goal.

9. Working on creative art production related to reading activities and experiences.

Too often the activities provided for between-recitation time are in the nature of assigned tasks rather than voluntary self-assigned activities. Creative art projects, both group and individual, directly related to what the child has read and providing a type of expression quite different from discussion, acting, or written responses, constitute very profitable activities for between-recitation time. They are especially appropriate and valuable for the accelerated readers, who may carry on their reading and expressional activities largely independent of the teacher.

10. Continuing independently any creative activity project.

Sometimes it will be feasible to allow one of the reading groups to continue independently some creative activity which has been well started under the teacher's guidance.

B. SAMPLES OF SEATWORK¹

Some of the samples of seatwork material on pages 455-472 have been contributed by teachers and some have been selected from workbooks.

¹ Additional suggestions for seatwork related to reading may be found in Chapter XII of *Reading Activities in the Primary Grades* by Storm and Smith.


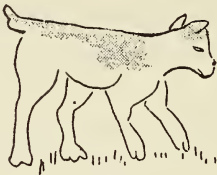




SAMPLE 1 (Level I)

(A large sheet of paper, 18" x 24", is folded into eight parts. A label is printed at the bottom of each part. With colored crayons the child makes an illustration for each label. The location of the labels is varied from sheet to sheet to make the seatwork copy-proof.)

18"	
Run	Jump
Spot	Little Mew
Dick	a ball
Jane	a house

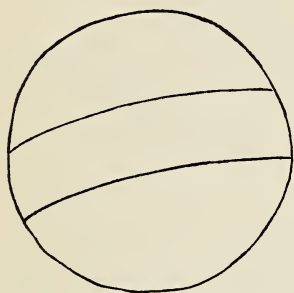
SAMPLE 2 (Level I)

(The child underlines each *Dick* in the first column, and so on.)

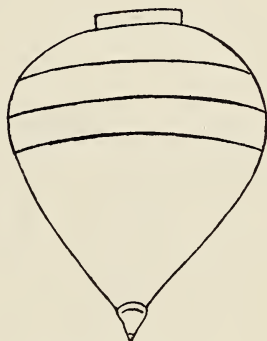
 <p>Dick</p>	 <p>Spot</p>	 <p>Run</p>
<p>run Dick Jane Dick Jump Spot Dick</p>	<p>Spot Run Spot Dick Jump Spot Run</p>	<p>Jump Run Dick jump Run Run Jane</p>
 <p>run</p>	 <p>Jane</p>	 <p>Jump</p>
<p>run Jump run Jane Dick run Spot</p>	<p>Run jump Jane Jane Dick Run Jane</p>	<p>Run Dick Jump Run Jump Jane Spot</p>

SAMPLE 3 (Level I)

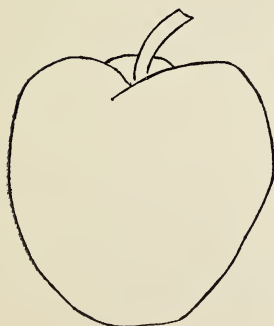
(There should be a color chart available for the children's reference. To make this type of seatwork copy-proof, have several different sheets and distribute so that children sitting near each other will have different sheets.)



red and black



yellow and red



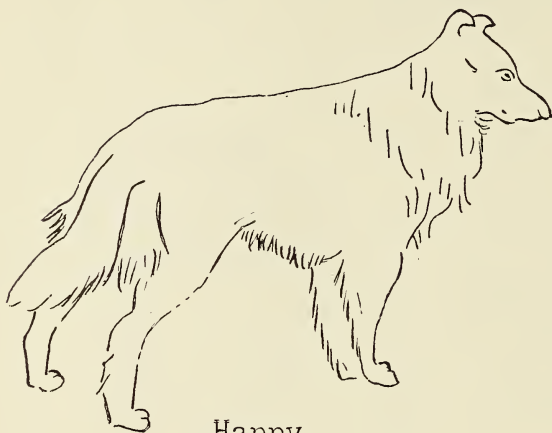
green and brown



orange and green

SAMPLE 4 (Level II)

(No new words on this sheet after page 44, *Elson Basic Primer*)



Happy



Dick

I am Dick.

I have a dog.

His name is Happy.

Color Happy

Color Dick

black	green	brown	blue
-------	-------	-------	------

SAMPLE 5 (Level II)

(Seatwork suggested in manual to follow first story in *Webster Primer*. Drawing traced from workbook.)



Make Mother yellow.

Make Tom blue.

Make Jip brown.

SAMPLE 6 (Level II)

(Follows page 53 in *Elson Basic Primer*.)

Who had a birthday?
Billy
Happy
Nancy

Who wanted Happy?
Father
Billy
Spot

Who ran after some pigs?
Spot
Nancy
Happy

Who wanted a red ball?
Mother
Nancy
Spot

Who went for a walk?
Billy
Nancy
Mother

Who had a sand box?
Dick
Jane
Billy

Who put a penny in her pocket?
Polly
Patty
Jane

My name is

SAMPLE 7 (Level II)

(From *Primer Seatwork*, copyright, 1929, by Webster Publishing Company.)



one ball

1 ball



three balls

3 balls



two balls

2 balls



four balls

4 balls

Color the one ball red.
Color the two balls green.

Color the three balls yellow.
Color the four balls red.

Draw one big ball.
Color it blue.

Draw two little balls.
Color them green.

SAMPLE 8 (Level III)

(Page 37 of *Stone's Silent Reading, Beginning Workbook*, published by Houghton Mifflin Company. The child is told to draw a line from each sentence to the word that fits it.)

- | | |
|-------------------|--------|
| 1. You roll it. | rabbit |
| 2. You eat it. | ball |
| 3. It can sing. | wagon |
| 4. It can sit up. | egg |
| 5. You pull it. | bird |

- | | |
|---------------------------|-------|
| 1. You ride on it. | apple |
| 2. You ride in it. | car |
| 3. It will roll. | doll |
| 4. It will play with you. | sled |
| 5. Girls sing to it. | dog |

- | | |
|---------------------------|-------|
| 1. It will run after you. | apple |
| 2. It can fly. | sled |
| 3. You eat it. | dog |
| 4. Boys like to pull it. | pig |
| 5. It says, "Wee, wee." | bird |

SAMPLE 9 (Level III)

(Follows page 123 of *Elson Basic Primer*. Suggested in manual, page 279. The child is told to read carefully and put an X after each sentence that is not true.)

1. A merry-go-round came to dinner.
2. All the children came to see it.
3. The man said, "Ride a rabbit."
4. The children jumped on the merry-go-round.
5. The children said, "Stop, stop!"
6. It went round and round.
7. The merry-go-round did not want to go.
8. The children sang.
9. "Go faster," said the mothers.
10. Soon it ran down.

SAMPLE 10 (Level IV)

(Units such as the following are placed on the blackboard by the teacher. In the assignment the material is read aloud by individual children. During between-recitation time each child reads silently and follows the directions. Or the oral reading may be omitted and each child required to do independent silent reading.)

I

Make a house.
Color the door blue.

II

A brown bird was singing.
Make the bird.

III

A boy was flying a green kite.

Draw the boy and his kite.

IV

Draw two balls.

One ball is big and black.

One ball is little and red.

V

Make a duck.

The duck is swimming

The duck is brown.

Make the bill orange.

Make the eye black.

Make the water blue.

NOTE—Such seatwork reading may be made copy-proof and more effective in developing independent silent reading by the following plan. Duplicate several sheets of such material, keeping within the children's reading vocabulary. Cut and paste on cardboard. Distribute the material so that children sitting near each other will not have the same reading.

SAMPLE 11 (Level IV)

(From *First Reader Seatwork*, copyright, 1932, by Webster Publishing Company.)

Draw a line under the right word.

1. Which one has a big tail?
a squirrel a rabbit a bear
2. Which one has little chicks?
a dog a hen a ball
3. Which one can go to school?
a hen a cake a boy
4. Which one can fly?
a mother a bird a chair
5. Which one has four feet?
a cow a hen a boy
6. Which one can make a cake?
a mother a cat a sheep
7. Which one has two eyes?
a bed a bear a table
8. Which one can catch a mouse?
a table a cat a basket
9. Which one lives in the barn?
a squirrel a man a horse
10. Which one can run fast?
a fox a bed a bowl
11. Which one lives in a tree?
a cow a bird a farmer
12. Which one likes corn?
a pig a table a chair

SAMPLE 12 (Level V)

(From *My Activity Book in Reading*, No. 2, copyright, 1929, by Educational Printing House, Inc., Columbus, Ohio.)

Story 1. The Bears

(Read this story to yourself.)

There were two bears.
 One was a mother bear.
 One was a little bear.
 The bears went for a walk.
 They saw a man.
 Little bear got behind his mother.
 Mother bear looked at the man.
 The man ran away.

Can You Do This?

(Draw a line under the right answer as in number one.)

- | | | |
|------------------------------------|------------|----|
| 1. The bears saw a man. | <u>Yes</u> | No |
| 2. The man got behind little bear. | <u>Yes</u> | No |
| 3. Mother bear was little. | Yes | No |
| 4. Two bears went for a walk. | Yes | No |
| 5. The little bear ran away. | Yes | No |
| 6. Mother bear looked at the man. | Yes | No |
| 7. The man saw the bears. | Yes | No |
| 8. The man ran after little bear. | Yes | No |
| 9. The mother bear ran away. | Yes | No |
| 10. The man ran away. | Yes | No |

Your score equals the number right.

SAMPLE 13 (Levels V-VI)

RIDDLES

I am big and red.
I am on a farm.
Jack and Jane come to see me.
I give milk for them.
Draw me.

I am little and white.
I like green things to eat.
I like to play in the yard.
I like water to drink.
I have big ears.
Draw me.

I am black and white.
I like water to drink.
I do not like a bath.
I can run and play.
I like to bark and bark.
Draw me.

I am little and black.
I drink milk.
I sleep hours and hours.
I wash myself each day.
I play the Keep-well Game.
Draw me.

SAMPLE 14 (Levels V-VI)

(The child underlines the word that matches the picture. The exercise aids in developing sharpness of visual perception of word forms.)

	street	strew		least	leaves
	struck	feet		lent	learn
	widow	shadow		vegetables	very
	window	win		tables	vest
	slap	sled		five	tire
	fled	slick		fine	fire
	milkman	snow		good	glad
	snow-man	sled		grass	glass
	flowers	fruit		clothes	color
	flow	friend		children	these

SAMPLE 15 (Levels V-VI)

Cross out the word which does not belong in each list.

- | | | | |
|---------|----------|----------|----------|
| 1. doll | 2. black | 3. doors | 4. cross |
| ball | eggs | big | bed |
| want | yellow | windows | table |

- | | | | |
|-----------|---------|----------|----------|
| 5. rabbit | 6. draw | 7. give | 8. trees |
| have | fruit | hen | funny |
| kitten | orange | chickens | leaves |

- | | | | |
|--------|------------|---------|----------|
| 9. out | 10. winter | 11. day | 12. milk |
| calf | summer | would | water |
| cow | helper | week | came |

- | | | | |
|---------|----------|----------|---------|
| 13. six | 14. sled | 15. sell | 16. red |
| eight | trying | spring | blue |
| wash | hill | fall | hurt |

- | | | | |
|----------|-----------|-----------|------------|
| 17. word | 18. three | 19. brown | 20. please |
| mother | there | steep | snow |
| baby | two | green | snowman |

SAMPLE 16 (Level VI)

(From *Work and Test Book for Joyful Reading.*)

Seatwork following "Thinking-Cap Stories"

Draw a line from the first part to the other part of the sentence.

Tom Had to Think Quickly

1. Tom was on his sled
2. A little boy fell
3. Tom did not want
4. He turned his sled

to hurt the boy.
into the bushes.
sliding down hill.
everybody laughed.
over his sled rope.

Why Ben Did His Work

1. Ben did not want
2. He wanted to play
3. But May, Dan, and the pony
4. Only the pigs were

with someone.
wash her kitten.
not working.
to fill the basket.
were working.

Billy Boy and the Milk

1. Billy Boy was ready
2. Mother was busy
3. The milkman wanted to know
4. Billy Boy told him

how much milk was
needed.
at the telephone.
missed the milkman.
just the right thing.
to skate to school.

Karl Wore His Thinking Cap

1. Karl was going to see
2. He stopped in the crowd
3. He got lost
4. Then he used his

his big horn.
the big airship.
thinking cap.
to tie his shoe.
from the family.

SAMPLE 17 (Level VII)

(From *My Activity Book in Reading*, No. 3, copyright, 1933, by The Educational Printing House, Inc., Columbus, Ohio.)

Word Puzzle

(Add one more word of the same kind in each row below, as in number one. You will find all the words you need at the bottom of the page.)

- | | |
|-------------------------------|-------|
| 1. Roof, door, window, | porch |
| 2. church, school, stable, | ..... |
| 3. first, last, second, | ..... |
| 4. Monday, Sunday, Tuesday, | ..... |
| 5. robin, owl, hawk, | ..... |
| 6. sled, top, kite, | ..... |
| 7. year, week, month, | ..... |
| 8. ankle, head, neck, | ..... |
| 9. elephant, reindeer, horse, | ..... |
| 10. hop, walk, run, | ..... |
| 11. see, hear, taste, | ..... |
| 12. coat, cap, shoe, | ..... |
| 13. thirty, nine, four, | ..... |
| 14. mile, foot, inch, | ..... |
| 15. bread, meat, nuts, | ..... |

List of Words

arm	third	monkey	jump
yard	butter	dress	day
store	Friday	crow	kind
twenty	smell	ball	word

SAMPLE 18 (Level VIII)

(From *Eye and Ear Fun*, Book III.)

Two Spring Pictures to Draw

A Windy Day in March

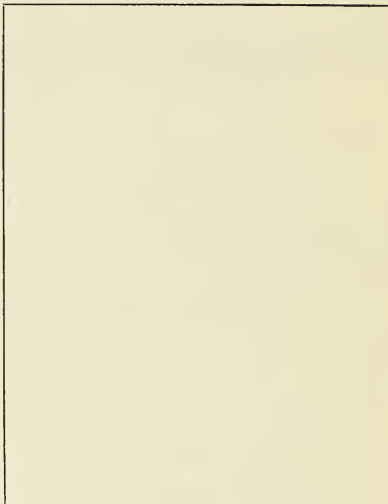
March is the windy month. Draw a clothes line. Fill it with clothes. The stockings are at one end of the line. Make your picture show how the wind is blowing everything.

1. Find a word ending in short *y* and encircle the word.

2. Find a word containing two shorter words and underline it.

3. How many syllables has *stockings*?

4. How many syllables has *clothes*?

**A Rainy Day in April**

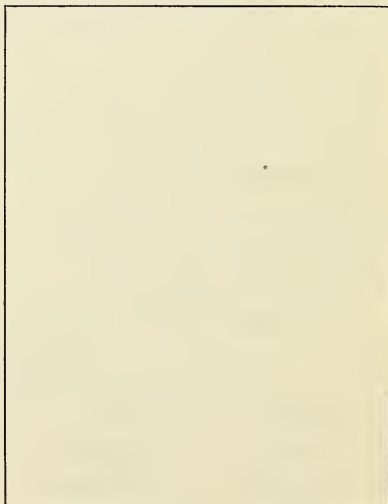
April is the rainy month. In one corner of the picture draw a pond. There are two ducks in the pond. Draw clouds all over the sky. Show the rain falling thick and fast.

1. Underline four two-syllable words.

2. Box the first syllable of *picture*.

3. Is the *i* long or short?

4. The *c* has the sound of what other letter?



PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. In the group plan of instruction in reading, the teacher has a real problem in planning profitable activities for the other children while she is working with one group. Add to the list of profitable activities any others known to you.

2. Collect samples of seatwork material and make constructive criticisms in the light of standards set forth in this book.

3. In one of the method books listed in Part I of the selected bibliography, or in a more recently published textbook, locate a treatment of the problem of independent activities, including seatwork reading, and make a report to the class.

CHAPTER XI

PREVENTION, DIAGNOSIS, AND INSTRUCTION OF PROBLEM CASES IN READING

Under present-day conditions too many children in nearly all, if not all schools, acquire unfortunate attitudes and improper habits in reading during the first three grades, and especially in the first grade. Although some of the causes are physical, mental, and emotional conditions, the writer agrees with Gates¹ that the great majority of deficiencies in reading are due to ineffectual types of teaching and lacks in instruction, and may be prevented by adapting the reading instruction to the interests and needs of the children and avoiding classroom practices favorable to the development of the deficiencies.

Causes of unusual difficulty in learning to read. If the teacher is familiar with possible handicaps causing the child to have unusual difficulty in learning to read, she will not only be inclined to be more sympathetic with such a child but will be able to proceed more intelligently. Usually a combination or constellation of causes is operating. These have been discussed briefly in Chapter VI in the first section on "Factors Determining Reading Readiness and Progress."

Practical helps for the teacher. This chapter attempts to give some practical aids to the teacher in avoiding

¹ *The Improvement of Reading* (revised, 1935), pp. 12-18.

classroom conditions and teaching practices favorable to the development of reading deficiencies and in organizing the instruction and utilizing techniques most favorable to the prevention and correction of the deficiencies.

A. DISCOURAGEMENT AND DISLIKE FOR READING

Causes. Any learning situation which becomes too difficult and does not yield sufficient success to be satisfying leads to confusion, discouragement, and ultimately to dislike for the activity. The child who is attempting to read material that is too difficult is continually meeting insurmountable difficulties. Continued reading experience under such conditions eventually results in discouragement and dislike for reading.

Prevention. Such unfortunate results may, of course, be prevented in nearly all cases by grouping the children according to levels of advancement and using materials and methods with each group adapted to the interests and needs of the group. The larger the elementary school the greater the possibilities in this connection. The school with more than one room of low first grade should make definite provision for one group of children, by the end of the first month, who will be expected to spend more than one semester in low first grade. With this group it will be well to confine the actual reading to flexible chart material with word-picture cards for helpers in word recognition, and to memory reading in relation to activities and immediate experiences.

In the same school the best group, or most rapid learn-

ers in reading, will easily be able to complete the attainments of Level IV, as outlined in Chapter II, reading a number of primers and first readers during the first two semesters in school.

Thus by advancing the child in reading step by step only as he is prepared to advance into a more difficult stage of reading, we avoid to a very large extent the development of cases of discouragement and distaste for reading.

The practice of exposing all members of a class to the same reading material regardless of the level of attainment of the poorer ones, failing the poorer ones, and having them repeat the same material the next term with the next class has been a common one and is a large contributor to reading deficiencies including unfortunate attitudes and wrong habits. If the teacher has two classes, for example, low II and high II, the writer believes justice to the children demands that the teacher reclassify the pupils into two or three groups in reading. In such a room there will nearly always be a group retarded in reading, which should use fresh co-basic materials provided for such groups. This plan will not, of course, overcome general retardation in reading with respect to grade placement, but it will go a long way in preventing the development of wrong attitudes and habits in reading.

A course of study which sets up grade requirements that are too high and uniform in terms of material or books to be covered will tend to produce large numbers of non-promotions with many children repeating the same reading material. Such practice not only discour-

ages and kills interest but also leads to dependence upon memory reading and other unfortunate tendencies. Consequently the course of study should be made flexible and requirements at each level should be set forth in terms of attainments rather than amount of material to be covered.

Correction. Cases of discouragement and distaste for reading may be remedied only by starting with the child at the point where he can achieve enough success to find satisfaction in his reading experiences. Use materials and tactics that contribute to real interest, self-reliance, and success, and discontinue the use of any which give evidence of the opposite results. Concerning motivation in remedial instruction, Dr. Marion Monroe says, "The motivation was the child's recognition of his own success. We began with easy material so selected from an analysis of the child's difficulties that he would have a high percentage of success."¹

B. WRONG ATTITUDES, IMPROPER HABITS, AND LACKS IN ORAL AND SILENT READING

Over-dependence upon others. Some children have very little independence and self-reliance and prefer to depend upon others in the reading activities. Certain practices and conditions in reading activities are favorable to the development of over-dependence upon others and therefore should be avoided. Unless such a child has much experience in reading situations where he must depend upon his own efforts, he is likely

¹ Marion Monroe, *Children Who Cannot Read* (Chicago: The University of Chicago Press, 1932), p. 115.

to make very little real progress in learning to read.

If the teacher permits audible vocalization during group silent reading of the same material preliminary to oral reading or some other form of expression, she is allowing a condition favorable to development of over-dependence on the part of this type of child. Instead of actually reading, this type of child merely listens to another child nearby.

Allowing the children full freedom to tell a word that the child does not know and using types of seatwork in reading which are not copy-proof are conditions favorable to the development of over-dependence.

It is highly important to keep such a child upon materials that are relatively easy for him so that he does not meet too many difficulties and to train him through skillful guidance in the use of the various aids to self-help in recognition of words.

Difficulties with eye control and lack of consistent left-to-right direction. Occasionally a child will have difficulty in keeping the place, will skip a line, and will become confused without encountering difficult words. Complete eye tests of such children at reading distance usually show an eye-muscle imbalance or lack of adequate or consistent fusion, or both. The usual school test of vision at distance with the Snellen chart will not reveal such deficiencies.

The following are ways and means of building up better control of the eyes in reading, including consistent left-to-right movement of the eyes along the line:

1. Explain and demonstrate the correct procedure (left-to-right) in moving the eyes along the line of read-

ing or across a word in beginning chart and blackboard reading. The teacher should tell the pupils, while demonstrating with a pointer, how the eyes should move along the line. The pointer may be used as a guide for the pupils' eyes to follow while they read the sentences. The pointer should be moved steadily and not used to point to the words one by one. The pupils, having the obvious guide, can make the jump-and-stop progression of the eye without difficulty.

2. In the beginning book reading, the line marker (white or neutral color) helps the child to keep on the line being read. It should be held stationary and not moved as a pointer. The teacher should observe the children to make sure that each child begins at the left end of the line and proceeds consistently from left to right and should instruct children in need of guidance. Oral reading aids in developing left-to-right procedure. The teacher may need to demonstrate the left-to-right procedure for some pupils with her finger or other pointer.

3. Eye movements in reading require highly complex and difficult muscular adjustments. Some children with poor eye-muscle control may need the help of a slowly moving finger under the line of reading. If so, the correct use of the finger, slow moving rather than pointing word for word, should be demonstrated and established. The child should be encouraged to eliminate the use of the finger gradually. Most children will not need to use it at all.

4. Occasionally the teacher may read aloud as the children follow the line with their eyes, keeping up with

the teacher. The teacher should be careful not to go faster than the children can move their eyes and perceive the words accurately.

5. Care should be taken in planning home-made reading material to see that it is so laid out as not to require any right-to-left perception.

6. Since too many difficulties in reading material tend to cause regressive eye movements, difficult reading material should be avoided and much simple material should be read.

Pointing with finger or line marker. Many children tend to form a habit of pointing with the finger or the corner of the line marker, although most of them do not need to point. Except in extreme cases discussed in the preceding section, the habit of pointing should be discouraged. Encourage the child to show that he can read without pointing and commend him when he successfully does so. In case the child tends to form the habit of moving the line marker and using the corner as a pointer, teach the child a plan of holding the book and line marker that will make it impossible or difficult for him to use the marker as a pointer.

Over-dependence on the line marker. The line marker is, of course, a crutch. The rule in connection with a crutch is that it should be discontinued as soon as possible. As soon as practicable, allow the child to discontinue the use of the marker. The standards of attainment outlined in Chapter II state that the children should be able to read without the line marker by the end of Level IV, except in special cases of unusual difficulty in following the line.

Word-by-word reading. Some children tend to form the habit of word-by-word reading in their oral reading. This is prevented and corrected by directing attention to the thought and encouraging the child to try to read the sentence orally as he would say it. The teacher should occasionally read a sentence orally with distinct phrasing, word grouping, or rhythm, to make clear to the child how he should read when reading orally.

Too-rapid oral reading. There is always danger of going from one extreme to another. Some teachers in attempting to avoid the habit of word reading on the part of the children develop a wrong tendency in another direction. An example of this is the case where the child reads the sentence through silently first and then says the sentence rapidly without looking at the words. Strictly speaking, such saying of the sentence is not reading, and the child is not building the perception habits required for good oral reading. In the earlier stages of reading it is a good plan to have the group read a sentence or a group of closely related sentences silently, following a motive question by the teacher, and to have the oral reading subsequent to the silent reading. But when the child reads orally he should follow the line with his eyes, making a voice pause between successive word groups.

During the early stages in reading it is rare that a child can actually see more than a word in a single eye pause. Actually the child will make a number of eye pauses in recognizing a phrase or word group. Oral reading with a natural expression of the meaning necessitates definite vocalization pauses between the phrases

or word groups. The child who reads too fast, even though he reads accurately, is not making distinct pauses between the word groups. This may be because he has developed the wrong attitude toward oral reading, being unduly concerned with making a good showing and not sufficiently concerned with the thought of what he is reading. There is need for stressing good expression of the thought, slower reading, and distinct pauses between the word groups. Audience reading with stress upon getting the thought over to the listeners will be helpful in this connection.

Erratic, inaccurate oral reading. The child whose oral reading of material relatively easy for him from the standpoint of vocabulary shows frequent errors of various types, including repetitions, omissions, and insertions of words, and word confusions, usually has not developed the proper perception and vocalization habits. He has not formed the habit of making a definite vocalization pause at the end of the word group and of seeing accurately the word group ahead before beginning to say the next word group. He does not check with his eyes what comes into his mind on the basis of context. If the proper habits are built from the beginning and strengthened from stage to stage, the child need not develop such unfortunate habits. Many of these children tend to be nervous, and many times their humiliations and failures have increased or actually caused their nervous instability. They may have failed to develop the proper habits because of long exposure to reading matter that was too difficult.

Prevention lies in applying the principle of adapting

the reading instruction to the needs of the children and building right habits step by step.

Corrective measures involve tactics which will set the child at ease, provide for full mastery of the thought and the words before he attempts to read aloud, and stress more deliberate reading with distinct vocalization pauses between word groups.

In this connection review the section in Chapter VIII, "Improvement of Oral Reading," pages 359-374.

Disregard of punctuation marks. The child who reads right on without regard for the period is apparently not giving proper attention to the meaning and feeling involved in the reading matter. The best tactics for prevention and correction then is attention to the thought and reasonable stress on natural expression of the meaning. Refer to the period as a stop sign and make it a joke on anyone who goes through the stop sign. Have the child who has such a tendency read only one sentence when he reads aloud. The child should, of course, form the habit of making a longer vocalization pause between sentences than at any other place. Pupils who do not do so are often given to errors at the beginning of the sentence. Commas, as a rule, also call for longer vocalization pauses than usual.

False conceptions of expression. Teachers and pupils sometimes have false conceptions of expression in oral reading. Recently a reading lesson was observed in which some of the children were so concerned with getting good expression in the oral reading that they stressed practically each and every word. Such wrong attitudes and misconceptions are, of course, directly

traceable to the instruction. Effective expression of the thought and feeling involves proper emphasis of certain words or word groups with a minimum regard for other parts. Prevention of extraneous expression lies in correct conceptions, ability to read effectively on the part of the teacher, and caution in not overstressing expression.

Reading too loud or with high-pitched voice. The child who has formed the habit of reading orally with a high-pitched or very loud voice has had too much practice in reading orally with attention centered in the wrong direction. The mechanics of reading have been in the center of his attention when his attention should have been directed to the thought and the conveying of that thought to an audience. These children are usually of the nervous, excitable type. Over-stress of expression is sometimes a contributing cause.

When such a tendency first appears, the teacher should take steps to set the child at ease and center his attention upon expressing the thought naturally. Some individuals, of course, have big, loud voices. As long as such an individual reads with natural expression of the meaning, the loudness should be overlooked.

If all the oral reading were really audience reading, the habit of reading in a high-keyed or too-loud voice would probably not develop. The artificiality of the stereotyped oral-reading lesson is probably at the root of the difficulty. The solution then lies in keeping the group oral reading more on the basis of cooperative interpretation and having an increasing proportion of real audience reading from level to level.

Extreme slowness in silent reading. It is common to find a few pupils in almost every class who are extremely slow in silent reading. Even among pupils who are not retarded in intelligence or level of comprehension in reading we usually find some who are retarded in rate of reading. If the reading program is planned for adequately adapting the reading instruction to the needs of the pupils and includes diagnostic testing and grouping according to needs, the development of cases of extreme slowness in reading can be largely prevented.

Prevention and correction must always consider causes. Pupils who become extremely slow silent readers are usually those who experience difficulty in the earlier stages of learning to read and have long exposure to materials too difficult. Consequently, they develop a slow, laborious type of reading with very immature eye-movement habits. Fluency will usually come only through much reading of relatively easy material independently. Intensive methods involving the use of material relatively difficult for the child will produce a high percentage of pupils slow in silent reading. If considerable of the class time is used in formal teaching with lists of difficult words and phrases on the blackboard, too little time is available for extensive reading of story material.

Vocalization hinders rate development in silent reading, although it may be of definite benefit to some pupils in the earlier stages in learning to read and is of value in appreciation of literature with prominent auditory values, such as poetry.

Ways and means of overcoming extreme slowness in reading are indicated in some of the case studies in section D of this chapter.

Deficiencies in comprehension. Cases of pupils who have mastered the mechanics of reading but do not comprehend what they read are relatively rare. They develop, of course, only under conditions where mechanics are stressed to the serious neglect of thought getting. That condition rarely exists today. In other words, the general level of comprehension will nearly always keep pace with growth in the mechanics, if thought getting is given proper attention.

The child who is inaccurate in comprehending some particular type of material or when reading for some particular purpose, or who is generally inaccurate in comprehension, will be found in nearly every class. So far as story reading and other forms of cursory reading are concerned, ability to get the main thread of thought is the important thing, and a high degree of accuracy with respect to details is not very important. But in study reading, or work-type reading, precision in comprehension is quite important.

Since the cause of inaccurate comprehension is failure to proceed deliberately, reflect upon the material read, and verify the correctness of one's comprehension, prevention of the development of the inaccurate reader and correction lie in systematic attention to the most effective types of practice in careful reading and objective records which reveal to the child a balance or lack of balance between rate and comprehension. For specific

help in this connection see Chapter VIII, section E, "Practice Lessons in Silent Reading," pages 375-384.

C. PREVENTING AND CORRECTING DIFFICULTIES IN WORD RECOGNITION

The problem of developing fluency, accuracy, and independence in word recognition has been treated in Chapter IX. The treatment here approaches the problem from a different standpoint, that of pitfalls to be avoided and errors to be prevented and corrected.

Deficiencies due to over-dependence on context clues. In a method of teaching beginning reading dependent in the earlier stages upon considerable amounts of memory reading, a number of children fail to get started in word recognition and come to depend upon the pictures, remembrance of content, and actual memorization of the reading matter. They develop such over-dependence on context clues that they become phenomenal guessers. The use of reading material containing too many word difficulties may lead some children in the direction of over-dependence upon guessing from pictures and context. A system of teaching reading which makes no provision for systematic attention to the problem of training in phonics and visual perception and analysis will result in some pupils' becoming over-dependent upon context clues. With these points in mind the measures required for prevention and for correction are evident.

Deficiencies due to over-dependence on phonetic analysis. On the other hand, undue emphasis of word

study and phonetic analysis will develop wrong attitudes toward reading and lead to slow ineffective habits of attack in case of difficulty. The habit of invariably resorting to analytical sounding or analytical pronunciation in case of word difficulty is a pitfall to be avoided. The child should acquire the phonetic knowledge as listed, level by level, in Chapter II and should develop facility in applying this knowledge in combination with context clues and visual analysis. The danger in the traditional type of phonetic instruction, drill, and guidance is that of building up a single method of attack which works only part of the time and takes the child on the wrong track part of the time. Wrong habits of attack found among poor readers include analytic sounding in too minute detail, as letter by letter, and analytic pronunciation of parts with inability to blend into a whole. The principles set forth in Chapter IX and the detailed suggestions and illustrations of guidance in case of difficulty are designed to aid in preventing the development of wrong methods or habits. The same type of instruction is indicated as means of correction of such deficiencies.

Reversal errors and wrong sequence in word attack.¹ When such errors as *saw* for *was*, *of* for *for*, *from* for *form*, *felt* for *left* are made, or words are pronounced in reverse order in oral reading, the child is probably failing to see in a consistent left-to-right direction. Teachers have been in the habit of thinking of the left-to-right sequence in reading as so simple and obvious

¹ See *Reversal Tendencies in Reading*, by A. I. Gates and C. C. Bennett (New York: Bureau of Publications, Teachers College, Columbia University, 1933).

that no conscious efforts have been made to establish the concept and habit without variation. Without attempting to go into the psychological causes, which are discussed in *Children Who Cannot Read*, by Marion Monroe, and in *Improvement of Reading* (1935), by A. I. Gates, pp. 331-352, techniques for prevention and correction will be indicated.

1. Tracing written words and writing words aid in building up left-to-right word perception.¹ Likewise, typing words on the typewriter helps to develop left-to-right perception.

2. The use of an alphabetically arranged, pictured dictionary is an aid in establishing left-to-right observation of the details of the word, since its use requires beginning with the left-hand letter and proceeding to the right. The writer has found the use of the dictionary accompanying the *Work-Play Primer* (*Peter and Peggy*) by Gates and Huber, along with the preparatory workbook and primer, to be effective with individuals and groups above the first grade but still on Level III or IV.

3. When teaching new elements (visual features, sounds of letters or phonograms, or syllables) and when guiding the child having difficulty recognizing a word, it is important that the teacher lead the child to observe the word from left to right. In word analysis the child's problem is to proceed from left to right and break the word into its natural recognition parts. The practice of advising the child to look for a familiar word or part

¹ Grace Fernald and Helen Keller, "The Effect of Kinaesthetic Factors in the Development of Word Recognition in Non-Readers," *Journal of Educational Psychology*, 1921, pp. 355-377.

Marion Monroe, *Children Who Cannot Read*, pp. 126-129.

anywhere within the word militates against the habit of consistent left-to-right perception of word forms. The following is an effective form of guidance in word analysis which the writer observed being used by one supervisor:

The word starter is used to refer to the initial phonogram of one or more letters or to the initial syllable or base form. "Look at the starter. Now look ahead at the rest of the word. What is the word?" In case the child does not succeed, ask him to pronounce the starter, aiding him if necessary. It is suggested that the examples of guidance in inspectional analysis, level by level, beginning on page 441, be reviewed at this point.

Vowel and consonant errors. The following word confusions due to vowel or consonant errors are taken from those made by third-grade children on Gray's *Oral Reading Check Test*, listed on pages 14-15: *gave, give; stone, store; now, new; when, then; those, these; wall, well; made, make.*

The course in phonetics, including the sequence of the elements, as outlined in Chapter II, and the method of development indicated and illustrated in Chapter IX are planned to develop accuracy in perception of letters and sounds as a means of preventing errors of this type. In addition suggestions for special individual instruction may be found in *Children Who Cannot Read*, by Marion Monroe. The author lists the following as the most frequently failed discriminations among consonants and consonant digraphs: *s-sh, ch-sh, m-n, b-p, ch-j, k-g, w-wh, d-t*. Among vowels, difficulties are most

frequently encountered in connection with the short sounds of *i*, *e*, and *a*. Dr. Monroe gives lists of words for practice in letter and sound discrimination, step by step, from three-letter words to three-syllable words.

Addition and omission of sounds. Samples of word confusions due to errors of these types made by third-grade children on Gray's *Oral Reading Check Test*, Set II, as listed on pages 14-15, follow: *her, here; our, your; back, black; very, every*; and omission and insertion of the final *s*.

The causes of such errors include failure to discriminate the blends of consonants. The most frequent errors are in connection with *r* and *l*, probably because these letters are blended with a large number of consonants.

Prevention is aided by thorough teaching of the consonant blends as indicated in the listings of attainments, level by level, and by giving special attention to the problem with retarded groups. The phonetic pages in the workbooks accompanying the Webster Readers include exercises designed to prevent and overcome the various types of errors in word perception.

D. CASE STUDIES

Brief descriptions of a number of cases will be helpful in aiding teachers to prevent, diagnose, and instruct problem cases in reading. Complete information is not always available.

CASE 1: Eight-Year-Old Negro Boy, Mirror Writer, Left-handed and Left-eyed

"G. G., a Negro boy, aged eight years, was seen in the neurologic clinic of the Northwestern University Medi-

cal School and was directed to my attention through Dr. Harry Paskind. The patient was referred by the school physician for a thorough examination because he was peculiar. He was large for his age, with an oversized head, and he wore thick myopic lenses. Subsequent examination of the eyes revealed myopic fundi with visual acuity of 20/15 for each eye with a correction of -5.0 D. S. = -1.0×90 . He had been wearing this correction for one year. In reading the Snellen chart, it was noted that there was some hesitation even on the large *P*, *B*, *D*, and *L*. In reading the small type there was great difficulty in recognizing the words *was*, *not*, and *dog*. The single lower case letters *b*, *d*, *g*, *p*, *q*, and *y* were often misquoted. The boy was left-handed and left-eyed. He was an exceptional artist for his age and excellent in mathematics. When asked to write with his right hand, he showed typical mirror penmanship. A sentence constructed mirror fashion was read quickly. He was returned to the school physician with an explanation of his partial word blindness and has made rapid progress after special attention to his defects. His father likewise was left-handed.”¹

CASE 2: A Right-handed, Left-eyed Case of Strophosymbolia

“G. P., a boy, aged nine years, was seen in private practice. After he had been in school for from six to nine months, his father, a physician, noted the boy’s difficulty in the mastery of reading. Also, the teacher

¹ Quoted from Leo L. Mayer, “Congenital Reading Disability—Strophosymbolia,” *Journal of American Medical Association*, C (April 15, 1935), 1152–1155.

had written home a note asking that he be made to work harder on his studies. The parents realized that the boy was not lazy and that his only handicap was in reading. He was sent to an excellent child behaviorist, who recognized the condition. The ocular examination was a part of a routine examination two years after methods had been instituted to correct his defect. There was no left-handedness in either parent, four grandparents, or an older brother. The only time the patient used his left hand in preference to the right was when at bat in baseball. He was definitely left-eyed. Visual acuity was 20/15 with either eye, and only a very minute degree of hyperopia was found. All letters were read with a fair amount of ease, but on particular search it was found that the lower case letters *b*, *d*, *p*, and *q* caused slight difficulty. Mirror writing with the right hand was very facile. There was the usual difficulty in mirror writing with the left hand. This boy has evidently overcome most of his word blindness after excellent tutoring.”¹

CASE 3: Poor Visual Fusion

The case of a boy eight years old, a non-reader, with average mentality and normal vision by tests with the Snellen chart, has been reported by Eames and Peabody.² On the Stanford-Binet intelligence tests he ranged from six years to nine years on the different tests. He was considered a typical spoiled child. Further tests by an eye specialist revealed that his visual fusion

¹ *Ibid.*

² Thomas H. Eames and Robert W. Peabody, “A Non-Reader Reads,” *Journal of Educational Research*, February, 1935.

was of an extremely low grade. According to the report his reading was being done by either eye singly, depending on which first fixated the text.

Stereographic training exercises for developing power to fuse were prescribed, and the boy was placed in a different school and home environment. The remedial instruction during the first week was planned to orient and interest the boy. He was placed in an ungraded room with children of his own age. At first he was instructed at the blackboard with letters three to four inches in height. The *Bolenius Primer* (revised) with the chart and workbook material was used.

It was difficult to get him to practice the fusion exercises with the stereograph, but after 150 treatments, his fusion had improved.

The boy's attitude in connection with the reading instruction was excellent. He was given the *Gates Primary Reading Tests* each month. From December 14 to May 10, the grade score rose from 1.4 to 3.1.

CASE 4: An Italian Boy of Very Low Mentality, Repeatedly Failing

Joe was a case referred to the reading clinic at Washington University, St. Louis, in the summer of 1933, by a worker for the Citizens' Committee on Relief and Unemployment. The psychometric report sent with him showed a chronological age of 11 years, 4 months, a mental age of 6 years, 6 months, and an I.Q. of 57 on the Stanford-Binet test. He was lowest in naming colors (five years) and highest in reversed digits (nine years), and his sense of form relation was poor.

The parents could speak no English, but the boy could understand and speak English. It would be easy for a teacher to conclude that the foreign-language handicap was the main cause of the child's failure in reading. But the fact is that an older sister had learned to read English without undue difficulty. Upon entering the first grade at six years of age, his mental age was between three and four. He was right-handed and right-eyed, had normal vision, and was nervous, timid, and shy. Evidently the main explanation of his failure in reading is low mentality.

The boy had been retained repeatedly in the first grade in a parochial school and did not know a single word.

The following is the report of remedial instruction made by the summer-school student teacher to whom the boy was assigned:

Inasmuch as Joseph was very timid, shy, and self-conscious, the first step of the remedial teacher was to become thoroughly acquainted with him in order that he might feel at ease and free from embarrassment during the instructional period. It was difficult to develop any form of spontaneous oral expression. He responded in a very low tone of voice and in as few words as possible. Gradually, however, he began to feel at ease and appeared to enjoy the period.

Very easy workbook material was chosen, *Seatwork Activities*.

The question was how could we help this boy to obtain a vocabulary of sight words, to develop habits of grouping words in oral reading, and to be able to read simple interesting selections silently?

Many types of activities were used, and care was exercised to secure sustained interest. Some of these were:

1. Use of the word-picture dictionary.
2. Matching words, phrases, or sentences to illustrations.
3. Acting out sentence directions.
4. Labeling pictures accurately.

5. Coloring pictures in accordance with a label selected.
6. Telling whether or not a statement is true.
7. Solving a riddle.
8. Showing in oral reading or silent test whether he knows the words involved.

The introductory workbook was completed in ten days, and Joseph smiled with satisfaction when praised for his careful work. At this time he had a vocabulary of about fifty sight words. After completing the preparatory workbook material, he began the *Webster Primer* and in three weeks completed the first half, together with the corresponding part of the accompanying preparatory workbook.

Through context clues and visual analysis he began to recognize words more readily, to anticipate words from a study of picture and content, and to feel the satisfaction of meaningful reading.

He laughed aloud at the mother hen's state of mind when her baby duck went for a swim.

When he could not pronounce a word, help was given in one of the following ways:

1. Pronouncing the word for him.
2. Asking a question which would give him the thought connection and bring into his mind the thought involved.
3. Calling his attention to a fact or a picture which would bring into his mind the idea involved.
4. Helping him to see the known part of a word.

The following are means used for increasing ability in recognition:

1. Words which he failed to recognize during the reading period were printed on cards and used in flash card exercises.

2. Sometimes phrases of two or three words were painted on cards, or a pencil was passed under groups of words which formed thought units.

3. He was asked to read a sentence silently before giving an oral reading.

No tests could be given for scores, but from the progress made it was evident that this boy had now reached the "reading stage."

Six months later the writer received the following letter from Joe with handwriting, spelling, and form that would do credit to a child in the third grade:

1424 N. 13 St.
Feb. 10, 1934
St. Louis, Mo.

Dear Mr. Stone.

I am going to school, and I am in the first grade.

I used to see Mrs. Boulware every two weeks, but now I do not go so often.

I thank you for everything **you** did for me last summer.

Yours truly,

Joe

CASE 5: An Italian Non-Reader Rescued

This boy was referred to the writer by a San Francisco teacher taking a California University extension course. He was eleven years old with a mental age of 8 and an I.Q. of 67 by the Stanford-Binet tests, was right-handed, normal emotionally, and possessed normal sight. Italian was usually spoken at home. Reading tests, both standardized and improvised, the easiest possible, revealed that he knew only two words, *bed* and *cat*, but he knew these wherever he saw them. How it had happened that he had learned these two words and no others no one will ever know. But the fact that he had learned these two words gave hope.

The boy had been in school five years and at this time was in an ungraded room. For two years he had had the prerequisite mental age for learning to read by the usual methods. The fact that he did learn in three months' time indicates that an effective method for starting such children was not known to his teacher. She was taking this extension course to learn just that thing.

Under the writer's direction the teacher coached this boy for twenty minutes a day for three months. *Scat-work Activities*, a pre-primer workbook, was first used

to orient him in observing and remembering word forms. By the end of three months the boy had completed the *Webster Primer* and accompanying preparatory workbook. At this time, in the presence of a class of teachers, this boy read aloud the first story (seven pages, 160 words) in the primer of the Elson Basic Readers with help on only three words. He had not previously seen this book.

CASE 6: A Third-Grade Boy, Average Intelligence,
Retarded, Poor in Oral Reading

This boy, the son of a high-school principal, was referred to the reading clinic conducted by the writer at the Washington State College in the summer of 1934. He entered first grade at the age of six years and six months. His record showed an I.Q. of 100 on the Stanford-Binet Tests in 1933. The same measure by a student in the summer school gave an I.Q. of 107. He was right-handed and left-eyed and had a slight lateral eye-muscle imbalance (exophoria). His left-hand writing was about as good as his right-hand writing. He was somewhat nervous, and errors made him more so.

The boy had repeated the second grade, was nine years and six months old, and was retarded in grade placement one and a half years on the basis of both chronological and mental age.

On the *Stanford Reading Test* his grade score was 3.4, a half year below grade placement in power of comprehension. On accuracy and power in word pronunciation (*Gates Graded Word Pronunciation Test*) he rated 3.4. His spelling rating was 2.3 and oral reading (*Gray*

Standardized Paragraphs), 2.5. A study of the test papers revealed that this boy's deficiencies lay in the field of accuracy rather than speed or power in both oral and silent reading. In the word pronunciation test he called *bad*, *had* on the first trial and gave the correct response on the second trial. The word *fine* was called *find*; *go*, *gone*; *never*, *very*; *alone*, *along*; *wrote*, *work*; *read*, *ready*; *table*, *tailor*; and all were pronounced correctly on the second trial. On the oral reading test he substituted *dog* for *boy*; *when* for *then*; *has* for *said*; *This* for *His*; *the* for *their*; *home* for *room*; *even* for *ever*; omitted words, inserted words, and made errors of repetition. He was unable to distinguish *p* and *b* and confused *b* and *d*.

No doubt he had been told by his teachers that he was careless and must be more careful. But he had not been told the cause of his mistakes and was helpless in trying to be careful. His frequent errors, humiliations, and admonitions had no doubt contributed to his nervousness.

It appeared evident that errors were due to poor perception habits. He was in the habit of leaping before taking a good look. While his oral reading was fast enough, he had not learned to read with rhythmical expression. In other words, he had not learned to make a voice pause at the end of the word group and to make sure of the next group before going on.

These matters were explained to him and correct reading was demonstrated. He was given daily practice in oral reading from June 28 to July 31 and Gray's *Oral Reading Check Tests*, Set II, about once a week. The

number of errors on the successive tests were 16, 8, 7, 4, 3. The progress in accuracy of reading from *Tree Boys*, a book of his own choosing, five minutes each day is shown in Figure 50.

For improving his accuracy in silent reading, he used *Practice Exercises in Careful Silent Reading, Set One*,¹

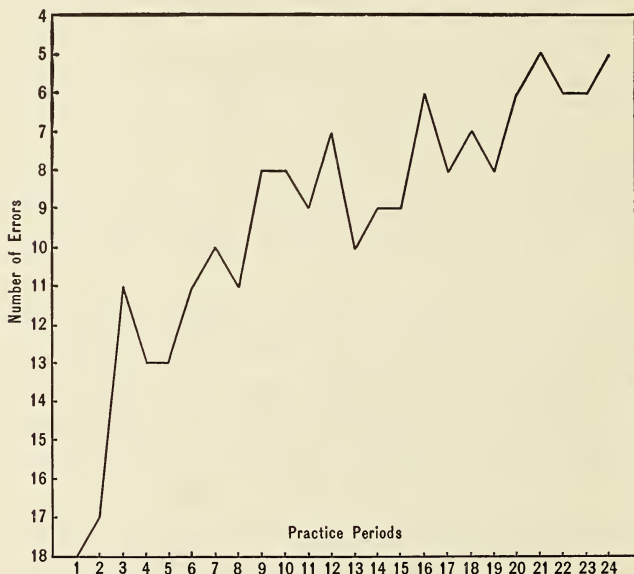


FIG. 50.—Progress in oral reading, daily practice, five-minute periods.

by Buswell, for three weeks and then the *Webster Second Reader* and the accompanying workbook.

In the report on this case the student teacher says:

The boy was first shown what actually resulted when he read from right to left, and was encouraged to proceed consistently from left to right not only in reading a sentence, but also in perceiving a word. The instructor moved a pointer along to aid this consistent progressive movement. The boy was asked to spell

¹ Wheeler Publishing Company, Chicago.

words on which he made reversal errors. He also observed the writing of such words. The phonetic training received in the workbook accompanying the Webster Second Reader was a great aid in overcoming his recognition difficulties. It was discovered that placing the material slightly to the right of the reader helped. Apparently the boy had a habit of placing the book slightly to the left.

During the first few lessons, the boy was encouraged to read more slowly, and accuracy was always stressed. He was encouraged to read in word-group units and to look carefully at a group of words before reading it aloud. In Buswell's exercises, vertical lines were drawn between word groups and the subject told to read according to the markings. A decided improvement was noticed at once. In a few days the boy was told to do his own marking, and a few days later he insisted that he could read in units without the marks, so the marking procedure was no longer used.

This case shows how important it is to locate the nature of the deficiencies and the wrong habits that are functioning, and to apply a definite type of remedial practice to overcome the wrong habits and establish the right habits. Following the careful diagnostic study of this boy, five weeks of remedial instruction involving twenty-five periods of thirty to forty minutes each for instruction and practice resulted in changing this boy from a very inaccurate oral reader to an accurate one.

CASE 7: A Bright Boy, Inaccurate in Oral Reading, Slow in Silent Reading

This boy was nine years old, in low fourth grade. His record showed an I.Q. on the Stanford-Binet tests of 131, but the principal thought that was too high. His grade scores on tests were as follows: *Gates Primary Reading*, Type III (Paragraphs of Directions), 3.4; *Gates Graded Word Pronunciation*, 3.4; *Gray's Oral*

Reading, 2.6; *Morrison-McCall Spelling*, 2.7. His rate in the silent reading of "Brownie Bear's Surprises" from *Stone's Silent Reading*, Book II, was only 50 words per minute, about one-third as fast as it should have been.

He was right-handed and left-eyed, and had a lateral eye-muscle imbalance.

On the word-pronunciation and oral reading tests he made various types of errors, showing inaccuracy in the perception of word forms and a lack of rhythmical expression in oral reading. He was slow in word perception and extremely slow in silent reading. He had never done reading for fun.

Remedial instruction began with the use of *Eye and Ear Fun*, Book I, to build up accuracy in word recognition of simple words and with the oral reading of simple stories accompanied by a progress record of errors. The following is his record of improvement in oral reading as shown by Gray's *Oral Reading Check Tests*, Set II: Sept. 26, twelve errors; Oct. 5, eight errors; Oct. 24, nine errors; Nov. 22, four errors.

After the first week, practice in the rapid silent reading of easy stories with a progress record was begun. Figure 51 shows his progress in the silent reading of stories in the *Webster Second Reader*. After a month of remedial instruction he was reading silently between three and four times as fast as when first tested and getting the stories as well or better. The accompanying workbook was used for vocabulary preparation and training in phonics and visual perception. During this time the boy was reading *Tree Boys*, by W. L. Nida

(Laidlaw Brothers) at home for fun. When a good standard was reached on second-grade materials, third-grade materials were used. On November 10 he read a new test story in *Stone's Silent Reading*, Book III, at 146 words

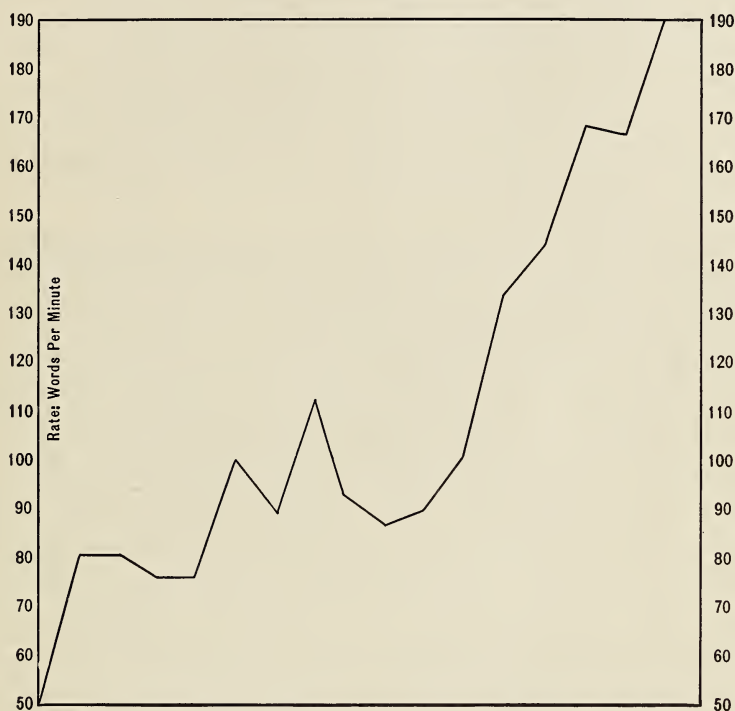


FIG. 51.—Progress in rate of silent reading in one month.

per minute and made 70 per cent in the comprehension test. At the end of November he tested beginning fourth grade on the *Stanford Reading Test*. He had reached an average standard for his grade in the essential skills in silent and oral reading.

CASE 8: A Girl of Normal Intelligence Repeating Grade I

Practically all studies of problem cases in reading indicate that there is a preponderance of boys among those having unusual difficulty in reading. The only explanation of this fact suggested so far is that of Dr. Betts, to the effect that the visual apparatus may mature somewhat earlier in the case of girls than in the case of boys, but up to date there is little or no evidence in this connection.

We do find some girls, however, among the problem cases in reading. J. J. was seven years and seven months old and was repeating the first grade. She came from a high-grade, well-to-do home. Her birthday was November 10, and she entered first grade in August at the age of five years and nine months. Apparently she was regarded by the kindergarten teacher as being normal or above in intelligence. After being in first grade two years, J. J. could not read the beginning of a new primer without frequent errors in word recognition, although she made a grade score of 1.7 in word recognition on the *Gates Primary Reading Tests*. She failed to score on Gray's *Oral Reading Test*. On the *Gates Graded Word Pronunciation Test* she responded correctly to part of the words in the first six lines, said *do* for *did*, *away* for *may*, *soon* for *son*, *nest* for *net*, *house* for *here*, *bell* for *ball*, *nest* for *east*, and *your* for *year*, and did not try *us*, *at*, *how*, and *grow*. She got the first word *so* by sounding, attacked *or* by sounding *p* and did likewise with *out*, finally pronouncing it *put*. In attacking *here* she began with the sound of *w*.

Her vision was reported normal and she appeared to have no abnormal emotional or dispositional characteristics.

Evidently the child had a very poor foundation in word recognition, probably because of the lack of instruction suited to her slowness in learning and remembering word forms and sounds of the elements of words. The material used was the *Work-Play Primer*, by Gates and Huber (Macmillan), and accompanying preparatory workbook, and the experimental edition of the *Webster Primer* and accompanying preparatory workbook. These books were selected because the workbook in each case provides vocabulary preparation for each primer story and contains exercises organized to develop sharpness of perception of word forms. Because the child experienced unusual difficulty in remembering word forms, much practice was necessary, but the practice was of the intrinsic type. The instruction was given mainly by the mother under the direction of the writer. Accuracy and rhythmical expression in oral reading were stressed.

Satisfactory improvement resulted from June to August, and two years later the mother reported that J. J. was doing well in school and having no further difficulty in reading.

Other sources. Additional sources for recent case studies are as follows:

Harry J. Baker and Bernice Leland, *In Behalf of Non-Readers* (Bloomington, Ill.: Public School Publishing Company, 1934), p. 39.

Contains detailed accounts of three cases for symptomatic behavior; three cases for symptoms, sources, and diagnosis; and

three cases for symptoms, sources, diagnosis, remedy, and results.

A. I. Gates, *The Improvement of Reading* (revised; New York: The Macmillan Company, 1935), pp. 467-502.

Contains a detailed account of each of eight cases as follows: Case 1, General Weakness of Reading Techniques; Case 2, General Weakness in Reading Techniques and in Native Equipment; Case 3, Auditory Deficiencies; Case 4, Difficulty with Phonetic Blending; Case 5, Limited Methods of Word Recognition; Case 6, Inappropriate and Unsystematic Directional Orientation; Case 7, Reversal Tendencies Associated with Dominance of Left Hand and Left Eye; Case 8, Irregularity in Achievement, Mental and Emotional Instability.

Marion Monroe, *Children Who Cannot Read* (Chicago: University of Chicago Press, 1932).

Presents individual progress charts with explanations for a considerable number of cases and a complete detailed account of the diagnosis and results of remedial instruction for eight cases.

Clarence R. Stone, "Case Studies in Reading and Deductions on Retardation," *Elementary School Journal*, September, 1933.

Contains accounts of six cases, giving nature of deficiencies, causes, remedial instruction, and results for each.

Leo L. Mayer, "Congenital Reading Disability—Strophosymbolia," *Journal of American Medical Association*, C (April 15, 1933), 1152-1155.

Reports five cases of children who were left-eyed, some left-handed and some right-handed. Except one child 6 years old and only two months in school, all were mirror writers, showed ability in mirror reading, and confused *p*, *b*, *q*, *d*, and *B*, *P*, *D*. Remedial instruction designed to develop directional orientation in left-to-right perception was successful.

E. INDIVIDUAL DIAGNOSIS

Main objectives. Diagnosis of an individual child having difficulty in reading involves two main objectives. It is important to find the specific nature of the reading deficiencies, including any unfortunate attitudes and wrong habits involved. The other objective is to discover in so far as possible the cause or causes of the deficiencies or difficulties. In addition it is desirable to determine the child's reading level or the difficulty of material which he can read independently with understanding and the approximate extent to which the child is retarded in reading with respect to chronological age, mental age, and grade placement. It is also helpful to know the child's comparative progress in reading with respect to other subjects for which test data or teacher's judgment is available or easily obtainable.

Determining reading level or progress with respect to essentials. With the younger children it is advisable to find out the child's power in word recognition. In case of the non-reader it is advisable to find out whether he knows any words and which ones. One may begin informally with the easiest material available that is new to the child. From the graded vocabulary in Chapter III, it would be possible to select 25, 50, or 100 words from each reading level and construct a graded series of word pronunciation tests. The writer has found the *Gates Graded Word Pronunciation Test*¹ valuable, but for the so-called non-reader there is not an adequate number of beginning words. What is needed is a more

¹ All tests by A. I. Gates are published by Teachers College, Columbia University, New York.

exhaustive inventory to determine just what words are known. Any well-constructed word-recognition test in silent reading is, of course, helpful.

By informal testing beginning with the easiest available new material, the level of material which the young child can read may be rather reliably determined. Other plans would be to use the series of *Oral Reading Check Tests*¹ by W. S. Gray, the *Gates Oral-Context Test*, or both.

The child's ability in a power test in comprehension should be determined. For the child who is likely to have a rating of third grade or above, the *Stanford Reading Test* (World Book Co.) and the *Metropolitan Reading Test*, Grades IV, V, VI (World Book Co.) are good. Each yields a measure of paragraph meaning and of word meaning, and each has high reliability. For the younger child, the Haggerty, Sigma 1 (World Book Co.), or any test with units increasing in difficulty and beginning with the easiest possible unit, will be helpful.

Rate or speed in silent reading. For the child who has progressed to the point where he can read material up to a certain level with independence and understanding, it is important to determine whether he is slow, medium, or fast in straight-ahead silent reading, and also in reading and responding to paragraph units all on the same level of difficulty.

To determine the child's rate in straight-ahead silent reading, select a story that will be interesting to the child and that will be well within his reading vocabulary and understanding. If there are pictures, give him an op-

¹ Public School Publishing Company, Bloomington, Illinois.

portunity to observe the pictures before beginning the test. Determine and record the number of words in the selection. Explain to the child that he is not to begin until you tell him, that he is to read the story to the end without stopping, without skipping anything, and without doing any rereading. For timing use a watch or electric clock with a second hand. When the second hand is within a few seconds of 60, or 0, tell the child to begin. Record the time in minutes. Observe the child's reading and when he reaches the end of the story record the time in minutes and seconds. Then determine the time it took him to read the story and calculate the number of words per minute. Anything below sixty words a minute for first-grade material, eighty words for second-grade material, and 100 for third-grade material is definitely slow. The National Reading Committee in the 1925 report suggested the following rate standards for good silent reading: end of first grade, 100 words per minute; end of second grade, 120 words per minute; end of third grade, 150 words per minute; end of sixth grade, 250 words per minute.

For determining rate of reading and recording comprehension responses with paragraph units of equal difficulty, select a test of this type with material well within the reading vocabulary and comprehension level of the child. Standardized tests of this type with very easy material are few in number. A test of this type utilizing mainly words common to primers and first readers is the *Detroit Reading Test*, No. 1, Second Grade (World Book Company). A number of tests of this type on a third or fourth grade level are available

including *Speed and Accuracy of Reading* by Gates, *Chapman-Cook Speed of Reading* (Lippincott), and *Gates Silent Reading Tests*, consisting of four tests, Type A, Reading to Appreciate the General Significance of the Paragraph; Type B, Reading to Predict the Outcome of Given Events; Type C, Reading to Understand Precise Directions; Type D, Reading to Note Details.

Accuracy in silent reading. The type of test just described also yields evidence concerning the relationship between speed and accuracy in work-type reading. By inspection of the child's test paper, determining the number of units attempted, the number right, and the percentage right, it is possible to ascertain whether the child is low, medium, or high in accuracy.

Wrong habits and unfortunate attitudes. By careful observation of the child during the tests and informal reading it is possible to acquire valuable information concerning any unfortunate attitudes or wrong habits, such as those discussed in sections A and B of this chapter.

Deficiencies and difficulties in word recognition. The child who is seriously retarded in reading will usually be seriously lacking in accuracy, fluency, and independence in word recognition. The problems involved are treated in section C of this chapter. It is important that the inappropriate habits and lacks in word recognition be carefully determined by observing the child during both oral and silent reading, and during tests. Habits of attack and errors should be recorded on any word pronunciation or oral reading test given.

Value of oral reading tests. Oral reading tests with all

errors recorded are invaluable in revealing the problems involved in cases of serious retardation in reading. The uses and values of such tests have been fully set forth in the case studies and also in section E of Chapter VIII on pages 366-368.

Emotional factors. Emotional handicaps are not involved in all problem cases in reading, but they are frequently contributing factors. In some cases nervous instability may be one of the original contributing factors causing the child to fail in getting a successful start in reading. In other cases unfortunate attitudes and emotional reactions are the direct result of failures and humiliations. These in turn become contributing factors to further reading difficulties. Thus we have a vicious circle of disastrous cause and effect. Section V of the diagnostic form on pages 515-518 gives a list of emotional conditions and evidences to look for.

Organic, physical, and motor factors. Left-handedness, left-eyedness, and cross dominance as possible contributing factors in cases of reading disability have been discussed in section A of Chapter VI on pages 222-223, and have also been touched upon in the concrete setting of the case studies. In the same connection visual and auditory deficiencies have been treated.

The results of the various research studies differ considerably with respect to the importance of organic, physical, and motor factors as causes of reading deficiencies. As an example of disagreements in this connection a few studies on the factor of eye-muscle imbalance will be summarized briefly.

Selzer, as a result of his intensive study, says on page

85 of his monograph, "These conditions of muscle imbalance and alternating of vision, in addition to the lack of fusion, the writer believes account for such reading disabilities as are not accounted for by general mental disability. The lack of visual fusion is due to muscle imbalance that has existed from birth or early infancy."¹ In his study Selzer found that over 90 per cent of the reading disability cases examined at the laboratory had eye-muscle imbalance. Practitioners who reexamined these cases reported the imbalance was within the normal range of imbalance. Selzer then examined 100 children in the elementary schools of Cambridge, Massachusetts, and found that only 9 per cent had lateral imbalance in contrast to 90 per cent of the reading disability cases.

Fendrick's extensive study,² on the other hand, shows no significant difference in eye-muscle imbalance between a group of sixty-four cases of reading disability and a group of sixty-four normal readers of corresponding sex, age, and other factors.

Eames,³ however, in comparing 100 cases of reading disability with 143 unselected cases, found that 69 per cent of the former showed incoordination of the eyes at reading distance while only 22 per cent of the latter had eye-muscle imbalance.

There are two types of lateral eye-muscle imbalance,

¹ Charles A. Selzer, *Lateral Dominance and Visual Fusion* (Cambridge, Mass.: Harvard University Press, 1933), p. 85.

² Paul Fendrick, *Visual Characteristics of Poor Readers* (New York: Teachers College, Columbia University, 1935), pp. 31-33.

³ Thomas H. Eames, "A Frequency Study of Physical Handicaps in Reading Disability and Unselected Groups," *Journal of Educational Research*, September, 1935.

exophoria (outward) and esophoria (inward). The former is more frequent with the reading disability cases, and Dr. Eames¹ has explained how an eye-muscle imbalance may hinder learning to read:

How can exophoria at the reading distance interfere with a pupil's learning to read? Certain indications have been observed in private practice and clinical work which may be illuminating. Exophoria is an anomaly of ocular coordination, consisting of a tendency of the visual lines to deviate outward from parallelism when the eyes are at rest. This tendency is carried over when the eyes are in use and results in imperfect conveyance, fixation, etc. When the eyes deviate, the retinal images no longer fall on corresponding points of the two retinae, and the resulting mental picture is blurred and confused. Double vision may result and the visual image caused by stimulation of one eye may be imperfectly superimposed on that of the other. In the interest of clear, single vision, nature introduces an element of mental and muscular compensation which requires an excessive innervation, resulting in fatigue. Fatigue varies with the degree of defect, the length of period during which compensation is required, and the physical stamina of the individual. Although compensation can clear vision, fluctuation occurs, causing the eyes to waver, and this increases with fatigue. Faulty eye movements may be habits conditioned by this wavering.

The superimposition of the images of words and letters that often occurs in exophoria creates mental impressions of a composite word or letter form, which may be quite unfamiliar, or may blend into a familiar looking symbol.

In practice I find that exophoria of one or two prism diopters can be overcome by compensation without very serious discomfort or lateral shifting when the child is tired, provided he is strong and in good physical condition, but exophoria of three prism diopters or over, occurring at the reading distance, especially in reading disability cases, is nearly always troublesome, although the patient may not be conscious of much discomfort, and treatment for eliminating the defect is decidedly indicated. The use of glasses is avoided as much as possible, but they are

¹ Thomas H. Eames, "A Comparison of the Ocular Characteristics of Unselected and Reading Disability Groups," *Journal of Educational Research*, March, 1932.

sometimes necessary in reestablishing correct innervations, and through these, correct coordination.

Record for cases of reading diagnosis. A simple but adequate record form for use in connection with problem cases in reading is essential. On pages 515-518 is a revision of one the author has used for a number of years and found very satisfactory. It may be purchased in quantities in larger form from the publishers of this book.

F. SUMMARY OF BASIC PRINCIPLES IN REMEDIAL INSTRUCTION

The following will serve as guides to the remedial teacher in reading:

1. Make a careful study of the nature of the deficiencies, of the special difficulties and types of errors in oral and in silent reading, and of the causal factors operating.

2. Begin with material that is interesting to the child and that is relatively easy in order to restore confidence and obtain success, an essential to satisfaction.

3. Assume an attitude of enjoyment and encouragement to the child.

4. Continue with easy material until the child has overcome his particular difficulties and errors, has attained reasonable fluency, and has the new techniques fairly well habituated.

5. Increase the difficulty of material very gradually as improvement is attained, until the child's school-grade level of material is reached.

Record for Reading Diagnosis

Name..... School..... Teacher.....

Date of Birth..... Age in Yrs..... Mo....., Grade....., Date.....

I. Intelligence. Probable M.A. in Yrs....., Mo....., at date above.

Name of Test	Date	M.A.	I.Q.	Observational Evidence

II. Records on reading tests and other educational and psychological tests.

[illegible]

Rate of silent reading of an easy story for this child's reading ability.

Date..... Story..... No. words per min..... Comprehension.....

Date..... Story..... No. words per min..... Comprehension.....

Date..... Story..... No. words per min..... Comprehension.....

Observations (Underline): Head movement; extraneous movements of hands, arms, legs, feet; considerable lip movement; audible vocalization.....

III. Oral reading (simple in vocabulary and thought). Underline characteristics.

Accurate; inaccurate; word by word; too fast; erratic, failing to group words and make voice pause between word groups; frequent complete failures on words; habit of repeating; inserts words; omits words; substitutes words; word recognition errors include—reversals, vowel errors, consonant errors, omission of letter, insertion of letter, substitution of letters, refusal or failure on words.....

IV. Distinct hindrances to facility in word recognition or pronunciation.

Does not utilize context clues; relies mainly upon guessing; fails to look at the word as a whole; spells; sounds letter by letter; phonetic analysis with laborious blending; poor in seeing base form in derived forms; poor in syllabication; confuses similar letters; confuses similar words; reverses letters; makes vowel errors; consonant errors; errors on beginning of words; errors on ending of words; lacks working knowledge of sounds of letters or letter combinations as follows:

.....

V. Emotional and dispositional characteristics and evidences.

A disturber; rather serious disciplinary case; leader; cries; nervous; excitable; high tempered; tantrums at home; tantrums at school; stubborn; timid and shy; avoids other children; negativistic; antagonistic; sociable with other children. When reading—extraneous movements of hands, feet; throat irritation; deep yawns; gets out of breath; nervous reactions.

VI. Physical condition, general.

Good; anemic; distinctly underweight; distinctly overweight for height; sturdy.

VII. Handedness.

Right-handed; left-handed; changed from left-handed to right-handed; lack of decided dominance of either hand.

VIII. Eyedness. Tests used:

Right-eyed; left-eyed; sometimes right dominance and sometimes left; neither dominant (ambi-eyed)

IX. Speech, sight, hearing.

Speech. Normal; baby talk; lisps; stutters; stammers.

Defects of vision or oculomotor control.

Distant vision—

Reading distance—

Defects in hearing (auditory functions).

X. Handwriting.

Good; average; inferior; very poor. Writes about as well with one hand as with the other. Can write mirror writing with right hand; with left hand.

XI. Language handicaps.

Speaks very little English; foreign language (.....) usually spoken at home; speaks foreign language (.....); only slight foreign language (.....) handicap.....

XII. School progress.

Age of entry in low first grade, yrs....., mos.....; half-grades repeated (if in the half-grade more than one-half school year, underline once for each extra semester). L 1—H 1—L 2—H 2—L 3—H 3—L 4—H 4—L 5—H 5—L 6—H 6.

XIII. Attitude toward reading.

Unconcerned; wants to learn to read; dislikes reading; never voluntarily reads; voluntarily tries to read.....

XIV. Record of voluntary reading during the past year:.....

.....

XV. Summary of diagnosis: specific nature and extent of deficiencies; causes of reading retardation and deficiencies.

6. Provide objective records of progress for your own information and for the child's satisfaction.

7. Abandon any material or technique which does not bring sufficient improvement to provide satisfaction within a reasonable time.

8. Use material and techniques especially suited for overcoming the child's difficulties and supplanting wrong habits with right habits.

9. Provide a liberal time allowance for practice but distribute and vary the practice so as to avoid fatigue, and also avoid any other unpleasant experiences.

10. Make a continuous study of the pupil's particular difficulties, errors, and successes throughout the practice.

11. Provide a variety of exercises and activities.

PROBLEMS FOR DISCUSSION AND SPECIAL REPORTS

1. Make a detailed study of a case of reading disability; report the factors found and a summary of the diagnosis.

2. Suggest improvements that might be made in the diagnostic record form presented in this chapter.

3. Make an outline of basic guides or procedures to follow in a case of dislike or discouragement in reading.

4. Discuss the problem of the best beginning material to use with the child who is strictly a non-reader.

5. Make a list of ways and means of speeding up the extremely slow reader.

6. In determining extent or amount of retardation in reading, should the calculation be made with respect to chronological age, mental age, or grade placement? Which comparison is of most value to the teacher? Why?

7. Locate an account of a case of reading disability that interests you especially and make a report of it to the class.

8. Make a report upon one of the following references listed in Part III of the selected bibliography: 1, 3, 8, 15, 17, 18, 25, 26, 27, 29, 30, 40, 41, 47, 52, 54, 62, 66, 70, 71, 76, 80, 83, 87, 94, 100, 101, 102, 103, 114.

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Presents methods of teaching reading in the first six grades.
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